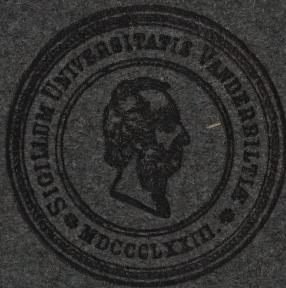


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VANDERBILT UNIVERSITY QUARTERLY

A Record of
University Life
and Work
Published by
Vanderbilt University
Vol. VIII No. 1



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VANDERBILT

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JANUARY, 1908

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Contents

| | PAGE |
|---|------|
| CURRENT COMMENT | 3 |
| SELF-HELP IN VANDERBILT UNIVERSITY. <i>By Howard D. Dozier, '08</i> | 5 |
| COLLEGE PREPARATORY WORK IN SOUTHERN SECONDARY SCHOOLS. <i>By Dean Frederick W. Moore</i> | 11 |
| THE INCOMPATIBILITY BETWEEN SUMMER BASEBALL AND THE AMATEUR SPIRIT. <i>By Prof. C. W. Hetherington, of the University of Missouri</i> | 21 |
| UNIVERSITY NEWS | |
| THE OPENING OF THE SESSION 1907-08 | 29 |
| COURSE IN AGRICULTURAL ENGINEERING | 34 |
| VISITING LECTURERS AND SPEAKERS | 38 |
| ASSOCIATION OF COLLEGES AND PREPARATORY SCHOOLS | 40 |
| FOOTBALL REVIEW, SEASON OF 1907. <i>By Dr. D. R. Stubblefield</i> | 44 |
| ANNUAL MEETING OF THE S. I. I. A. | 58 |
| THE INTERCOLLEGIATE ATHLETIC ASSOCIATION OF THE UNITED STATES | 62 |
| NOTES | 69 |
| OBITUARY—JOSHUA H. HARRISON | 70 |

The VANDERBILT UNIVERSITY QUARTERLY is published by Vanderbilt University, and is the Official Organ of the same. Subscription price, fifty cents; single copy, twenty-five cents. For advertising rates, address the Business Manager.

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CURRENT COMMENT.

The University has recently become the recipient of two very valuable collections. The one is a library of upward of five hundred volumes, comprising exclusively books of travel and geography accumulated through long years and at much pains and expense by Mr. John J. Gill, of Shelbyville, Tenn. The other is a collection of pottery, stone pipes, stone and flint implements, ceremonial flints, and objects in bronze from the prehistoric "stone graves" of Nashville, with similar objects from other parts of North and South America; and also a collection of precious stones, uncut and many of them in the matrix—the unique and almost invaluable collections of General Gates P. Thruston, of Nashville, Tenn. A description of these collections and of their scientific worth will be prepared for a future number of the QUARTERLY. It is the sufficient object of this comment to announce the reception of the gifts and to express the great gratification of the University at becoming the possessor of them.

The grounds of the University's gratification and pride are three:

The Gill collection of books of travel and the Thruston archæological and mineralogical collections are so rare and

valuable that no one qualified to be the possessor of them could fail to cherish them.

The gifts will be a suggestion and an example to others to make similar deposits. Those who have taken pleasure during many years in making valuable collections will think it a crowning pleasure in their latter days to install them where they will be a perpetual memorial to the donor and a benefaction to the public; and so the treasures of the University will increase.

Finally, it is a source of pride and gratification to the University to feel that it is able to contribute to the honor of Nashville and do the public a service by furnishing here a suitable accessible place of deposit for such collections.

The Gill and Thruston collections are installed in College Hall. It was not without forethought and design that this building was so carefully constructed. In its erection there is a minimum use of combustible material. Walls, partitions, floors, and roof are of brick and concrete. Doors, window frames, and necessary furniture constitute the only inflammable material in it. It now is and, as far as the future increase of the university buildings can be projected, will always be at such a distance from other buildings that fire cannot be communicated to it from another conflagration. The funds for its erection came in part from the contributions of the alumni and the citizens of Nashville. In it the University protects its own records and library; and its own geological collection, so large a portion of which is a monument to Dr. James M. Safford, for a long time Geologist of the State of Tennessee, and from the organization of the University until his death, on July 3, 1907, a period of over thirty years, professor and professor emeritus of Natural History and Geology. And in it may there not soon be other collections which the University shall hold in trust for the public to its own honor and to the honor of the city of Nashville?

SELF-HELP IN VANDERBILT UNIVERSITY.

BY HOWARD D. DOZIER, '08.

"WHAT opportunities are there for me to earn a part or all of my college expenses?" is a question which the faculty and students of Vanderbilt University are constantly asked by young men who are contemplating entering college. The answer of the faculty is: "Bring enough money with you to pay your expenses a year, and after you are on the ground you will likely find some work of a remunerative nature." Students usually cite the inquirer to a number of men of their acquaintance who are earning something toward their support, and tell him if he has the right pull (which of course he has not) he will be able to get through all right. To the man who is really in earnest about the matter these answers are very unsatisfactory; he knows as little after as he did before his question.

It is the purpose of this article to give as nearly as possible from statistics the exact situation as it exists. The information was collected by asking each student to fill out a card containing the following questions:

Have you supported yourself entirely or in part while in college?

How much have you earned annually?

What different things have you done?

In the Academic and Engineering Departments taken together

| | | |
|---|------------------------------|-----------------|
| 2 | students earned between..... | \$ 25 and \$ 50 |
| 3 | students earned between..... | 51 and 75 |
| 4 | students earned between..... | 76 and 100 |
| 6 | students earned between..... | 101 and 150 |
| 2 | students earned between..... | 151 and 200 |
| 4 | students earned between..... | 201 and 250 |
| 4 | students earned between..... | 251 and 300 |
| 3 | students earned between..... | 301 and 350 |
| 3 | students earned between..... | 351 and 400 |
| 2 | students earned between..... | 450 and 500 |
| 2 | students earned between..... | 501 and 1,000 |
| 1 | student earned between..... | 2,000 and 3,000 |

This includes one vacation and one school year. The aggregate amount earned by these forty-one students was \$12,068.50, or an average of \$296.30 per student.

THEOLOGICAL DEPARTMENT.

Perhaps a larger number of the theological students are self-supporting than in any other department. The figures which follow do not take into account the men who made enough before entering college to carry them through. It was found in this department that twenty-eight men had earned some part or all of their expenses.

| | |
|------------------------------------|----------------|
| 4 students had earned between..... | \$ 1 and \$ 50 |
| 6 students had earned between..... | 101 and 125 |
| 1 student had earned between..... | 126 and 150 |
| 1 student had earned between..... | 151 and 175 |
| 6 students had earned between..... | 176 and 200 |
| 2 students had earned between..... | 201 and 250 |
| 1 student had earned between..... | 251 and 300 |
| 4 students had earned between..... | 326 and 400 |
| 1 student had earned between..... | 401 and 500 |

The aggregate amount earned by these twenty-eight students was \$5,195, or an average of \$207.80.

This average, though somewhat smaller than the average of the students of the Academic and Engineering Departments, is perhaps a larger percentage of the total expenses of the theological students.

PROFESSIONAL DEPARTMENTS.

It was exceedingly difficult to get exact data from the students of these departments. The answers given show that they do comparatively little work during the session, owing to the fact that their school work consumes nearly all their time. However, a larger per cent of the students of the professional departments of Law, Dentistry, Medicine, and Pharmacy are dependent on themselves for support than of the students of the Academic and Engineering Departments. But their money is earned during vacation time, or else these students had accu-

mulated before entering the University sufficient means to put them through.

In the Medical Department it was found that

10 students were entirely self-supporting, but did not give annual amount earned.

35 students were in part self-supporting without giving annual amounts earned.

10 students earned between.....\$ 51 and \$100

9 students earned between..... 101 and 200

12 students earned between..... 201 and 300

2 students earned between..... 301 and 400

7 students earned between..... 501 and 600

4 students earned between..... 701 and 800

3 students earned between..... 801 and 900

There were forty-three students who reported the annual amount earned, and thirty-five who did not report the amount earned. The forty-three earned \$14,420, an average of \$335.35 per student. It must be remembered, as was stated above, that the larger part of this was earned before entering college or during vacation.

In the Dental Department the information gathered was somewhat meager.

There were five men who reported that they were wholly dependent upon themselves, but failed to give annual amount earned.

5 reported in part and failed to give amount.

5 students earned between.....\$150 and \$ 400

2 students earned between..... 900 and 1,000

KINDS OF EMPLOYMENT.

Here as elsewhere the information was not as complete as could have been wished. Quite a number who reported the amounts earned failed to specify the kind of employment. It will require repeated efforts in later years to make the tables accurate. The information which was gathered is given for illustration and suggestion, rather than as a basis of computation. Few men reported their earnings as coming from one single source. Most of them had worked at more than one thing. The most common employments were: tutoring, teach-

ing, preaching, doing clerical work, and stenographic work, acting as salesman, and acting as monitor in chapel. Not less than four had delivered papers, acted as laundry agent, reported for newspaper, traveled for school during the summer, or solicited advertisements. Other forms of employment mentioned by one or more were: Dealing in second-hand furniture, bookkeeping, working at the millwright's trade, library work, carpentering, painting, caring for furnace, acting as agent for clothing firm, carrying mail, caring for lawn, machinery work, engineering work, doing chores, acting as super in theater, playing professional baseball, serving as foreman of work crew, doing manual labor, instructing class in gymnasium, working in connection with a lyceum bureau and as clerk in the post office.

Among the students of the Academic and Engineering Departments the indication of the kinds of employment which a man was qualified and willing to do was sufficiently representative to justify tabulation. The first and later choices were given as follows:

| | | | | | | | | | | |
|----------------------|-----|-------|--------|----|---|-----------|-------|--------|----|-----|
| Tutoring | was | first | choice | of | 7 | students; | later | choice | of | 6. |
| Bookkeeping | " | " | 7 | " | " | " | " | " | " | 4. |
| Stenography | " | " | 5 | " | " | " | " | " | " | 5. |
| Clerical work | " | " | 12 | " | " | " | " | " | " | 11. |
| Soliciting agent | " | " | 5 | " | " | " | " | " | " | 9. |
| Agent and salesman | " | " | 3 | " | " | " | " | " | " | 8. |
| Summer agency | " | " | 5 | " | " | " | " | " | " | 11. |
| Journalistic work | " | " | 3 | " | " | " | " | " | " | 7. |
| Newspaper delivering | " | " | 1 | " | " | " | " | " | " | 6. |
| Mechanical trades | " | " | 1 | " | " | " | " | " | " | 2. |
| Waiting on table | " | " | 0 | " | " | " | " | " | " | 4. |
| Caring for lawns | " | " | 0 | " | " | " | " | " | " | 1. |
| Caring for furnace | " | " | 0 | " | " | " | " | " | " | 1. |

SELF-SUPPORT AND SCHOLARSHIP.

All of us have heard of the man who "works his way" through college and leads his class at the same time. We hear of the "credit" he deserves for his efforts, and how he appreciates his opportunities because he has to work for them. This all sounds well, and I suppose it may be legitimately used to

inspire some indolent youth of the country along the flowery path of knowledge. It goes in the same class and perhaps has as much truth in it as the old saying, "Any young man can be President if he wants to." In fact, about the only difference is that the man who hasn't the money "works his way;" the man who has the money does not "work his way." Good records in scholarship have been made by men who have had to support themselves; good records have been made by men who have had their expenses paid for them.

Those who would have you believe that the self-supporting student is always the leader in his class and lays this down as the ordinary occurrence are mistaken. They draw their conclusion from the exceptional case, and overlook the great majority of self-supporting students who make only an average record. The real facts can be seen from the following figures:

Of the eight students who have won the Founder's Medal in the Academic and Engineering Departments from 1903 to 1907, one supported himself while in school. In other words, 12 1-2 per cent of the Founder's Medalists of these four years did outside work. About one student out of six (16 2-3 per cent) of the entire student body does outside work. Thus it appears that this 16 2-3 per cent of the student body wins only 12 1-2 per cent of first honors.

Of thirty students who have been taken into the Phi Beta Kappa Scholarship Society in four years, four (7 1-2 per cent) had been in part or wholly dependent upon themselves for support while in college. Here again we see that the per cent of self-supporting Phi Beta Kappas to the whole number taken into this Society is not so large as the self-supporting students compared to the whole number of students. In other words, these figures show that those students who in part or wholly support themselves while at college do not take quite as high rank in scholarship as those whose expenses are provided for them. This is reasonable, and only to be expected. It is easily explained. The man who does outside work spends time on this work that his neighbor, whose expenses are paid for him, puts on his school work. That which might be expected

happens: the man who has more time to put on his school work takes a better rank in scholarship.

So much for high scholarship. But what shall be said of low scholarship? Again look at statistics. On the midyear examinations held in January, 1908, sixty students in the Academic and Engineering Departments were reported as deficient in one subject. Of this number, twelve students, or twenty per cent of the number deficient in one subject, were in part or wholly self-supporting. Thus it is seen that the number of self-supporting students failing in one subject is larger in proportion to the whole number of students failing in one subject than the number of self-supporting students in proportion to the whole number of students.

Twenty-nine students in these two departments were reported as deficient in two subjects. Of this number, seven, or twenty-five per cent, were in part or wholly self-supporting. Here again it may be seen that the record of the self-supporting students is not so good as the record of those students whose expenses are paid for them. Fourteen students were reported as deficient in three subjects. Of this number, one student, or seven per cent, was doing outside work. In this case the number of self-supporting students deficient in three subjects is smaller in proportion to the number of students reported deficient in three subjects than the number of self-supporting students is to the whole number of students. Seventeen students were reported as deficient in more than three subjects. Of this number, none were in part or wholly self-supporting.

What, then, is to be said in general of students who are dependent upon themselves? So far as Vanderbilt University is concerned, it might be answered thus: The self-supporting student is not preëminently conspicuous among the leaders in scholarship, nor is he conspicuous among the "tail-enders" in scholarship. Generally speaking, the self-supporting student will be found among the students who are doing honest, consistent, average work.

Thus the purport of this investigation is to make clear two things which, it is hoped, will prove worth the finding out:

First: It should give to the man who desires to come to Vanderbilt University and has not the means some data upon which he may at least calculate intelligently his chances to help himself while here.

Second: It may dissipate the idea of some misinformed persons that the lack of money is the measure of good scholarship, and that the possession of money is the measure of poor scholarship.

COLLEGE PREPARATORY WORK IN SOUTHERN SECONDARY SCHOOLS.*

BY FREDERICK W. MOORE, DEAN VANDERBILT UNIVERSITY.

IT would seem that an amount of work aggregating not less than fourteen "Carnegie" units in certain well-recognized subjects may come to be accepted as the standard requirement for entrance into the colleges of the United States. At least such a standard is already in practice and well recognized throughout the various sections of the country other than the South; and both the public and the private secondary schools of those sections are prepared, within the scope of the accepted curriculum, to give all students in whom the ambition to take a college course may be awakened the training necessary to fit them to enter upon it.

How is it in the South? Is it likely that the institutions that aspire to a position in the front rank, and to leadership in this section, will be disposed to set their standards lower? Or is it possible that any will determine to establish a lower standard as a permanent policy without at the same time tacitly confessing the propriety of the higher for other institutions, and justifying their different action by alleging the peculiarities of their opportunity and purpose?

In particular, how is it with the preparatory schools of the South? Are they now able, or will any reasonably large num-

*Read before the Association of Colleges and Preparatory Schools of the Southern States, Birmingham, Ala., November 8, 1907.

ber of them in the immediate future be able, to prepare their students to meet the higher requirements? Is it likely that the South will conform its secondary school standards to those common to the other sections? Or will it pitch them permanently on a lower level? And if the latter, what is there in the southern situation to indicate that the different policy would be wiser for it to adopt?

Such is the line of reflection which led to the investigation herein reported. In a pioneering movement it is important to know what the advance guard is accomplishing. It is essential to study the experiences of the foremost as an indication of whither and how far the main body can go. From this point of view it is rather less important to determine how far behind it is, or to calculate at what rate it is following on after. Accordingly the questions which are appended in a footnote* were

**Questions addressed to selected public and private high schools in the southern States to ascertain the scope of college preparatory studies taught, the methods of promoting students from school to college, and the standing of the school graduates upon entrance into college.*

The Carnegie Foundation for the Advancement of Teaching, in order to administer its trust, following in general the outline laid down by the College Entrance Examination Board of New York (Thomas S. Fiske, Secretary, Post office Substation 84, New York, N. Y.) has indicated its judgment that a college should require for entrance not less than fourteen units (First Annual Report, pp. 25 and 38 ff.). The unit is defined to mean the work of a class reciting five periods per week through the scholastic year (including laboratory work reckoned at its proper equivalent). The entrance tests of the College Entrance Board are referred to as the standard of thoroughness; and the scope of the work and the number of the units assigned to the various subjects is stated about as follows:

LATIN.—Grammar, syntax, composition, prosody, and sight translation based on the reading of Cæsar's Gallic War, four books; Cicero, six orations, and Virgil's *Æneid*, six books (or equivalents), 4 units.

GREEK.—Grammar, syntax, composition, prosody, and sight translation based on the reading of four books of Xenophon's *Anabasis* and three books of Homer's *Iliad* (or equivalents), 3 units.

ENGLISH.—(a) Reading and practice, $1\frac{1}{2}$ units; (b) study and practice, $1\frac{1}{2}$ units. The amounts commonly designated as the "college entrance requirements."

GERMAN.—(a) Grammar, syntax, composition, and sight translation based on the reading of 225 to 300 pages of the average texts on the

sent out last September and October to some two hundred schools selected because they were thought to be the best in the

market, 2 units; (b) a continuation of the work based on the reading of 400 additional pages of somewhat more difficult text, 1 unit.

FRENCH.—(a) Grammar, syntax, composition, and sight translation based on the reading of 350 to 575 pages of the average texts on the market, 2 units; (b) a continuation of the work based on the reading of 400 to 600 additional pages of somewhat more difficult text, 1 unit.

SPANISH.—Grammar, syntax, composition, and sight translation based on the reading of 350 to 575 pages of the average texts on the market, 2 units.

ALGEBRA.—To quadratics, 1 unit; quadratic equations, binomial theorem, and progressions, $\frac{1}{2}$ unit.

GEOMETRY.—Plane, five books, 1 unit; solid, $\frac{1}{2}$ unit.

TRIGONOMETRY.— $\frac{1}{2}$ unit.

HISTORY.—Ancient history, to 800 A.D., 1 unit; mediæval and modern history, 1 unit; English history, 1 unit; American history, 1 unit.

SCIENCE.—Physical geography, 1 unit; botany, 1 unit; physics, 1 unit; chemistry, 1 unit.

There is practical unanimity among the colleges in requiring for entrance: English (not less than three units); two foreign languages (not less than two units each); and mathematics (not less than two units); with additional work in these subjects and in history and science to make up the required number.

1. Do you think it both practicable and desirable that the public and private high schools of the South should offer a course so comprehensive that a student who completes it will have at least fourteen units of the standard college entrance requirement subjects to his credit?

2. Taking the above tabular statement of the work in the standard subjects of the high school course as a basis of comparison, will you please indicate with some critical care and accuracy the amount of time spent and of work done by the classes in your school in each of these subjects, so far as they are in your curriculum?

3. How many of your students have gone to college? (If the number can be given for the class which graduated in 1906 and also for several of the classes immediately preceding, it will be appreciated.)

(a) What colleges did they enter? (b) By certificate (c) or by examination? (d) To the freshman class (e) or to advanced standing in English, Latin, Greek, modern language, mathematics, history, science?

4. Is it your custom to give, or the custom of your students to take, the entrance examinations of:

(a) The Association of Colleges and Preparatory Schools of the Southern States? (b) The College Entrance Board of New York? (c) Yale? (d) Princeton?

5. Please send me a catalogue of your school if you have not already done so.

regions in which they are located. Over seventy have answered in such a form that the information which they give can be satisfactorily tabulated. It is proposed to continue the investigation by sending the same circular to schools which did not reply to the first letter, and to many others which, without intention to discriminate, were omitted from the first list.

Acknowledgment is due to all those who replied for the very evident care taken in framing the answers. They are so full, accurate, and well considered that they deserve to be filed, and will be kept as a permanent record concerning the work of southern high schools.

The trustworthiness of the material, within the limits of the aggregate number of schools reporting, depends upon its geographical distribution and representative character. It appears that thirteen southern States and the District of Columbia are represented by seventy-three schools, of which twenty-seven are public high schools and forty-six are private schools. Eight of the private and two of the public schools are exclusively for girls.*

With unexpected uniformity the school year was found to range from thirty-six to forty weeks in length, and the recitation periods from forty to forty-five minutes. In a few cases

* DISTRIBUTION AND CHARACTER OF SCHOOLS.

| STATE. | Total. | Private. | Public. | For Girls Only. |
|---------------------------|----------------|----------|---------|----------------------|
| Alabama..... | 2 | 1 | 1 | |
| Arkansas..... | 3 | 1 | 2 | |
| District of Columbia..... | 1 ¹ | 1 | ..... |  |
| Florida..... | 2 | ..... | 2 | |
| Georgia..... | 5 | 3 | 2 | 1 Private; 1 Public. |
| Kentucky..... | 10 | 5 | 5 | 1 Private; 1 Public. |
| Louisiana..... | 3 | 1 | 2 | |
| Maryland..... | 2 ¹ | 2 | ..... | 1 Private. |
| Mississippi..... | 5 | 3 | 2 | 1 Private. |
| North Carolina..... | 3 | 2 | 1 | |
| South Carolina..... | 5 | 1 | 4 | |
| Tennessee..... | 20 | 17 | 3 | 2 Private. |
| Texas..... | 5 | 4 | 1 | |
| Virginia..... | 7 | 5 | 2 | 2 Private. |
| | 73 | 46 | 27 | 8 Private; 2 Public. |

Members of the Association of Colleges and Preparatory Schools of the Southern States.

the periods were longer for some subjects, and in a few they fell to thirty minutes. With the number of periods per week also given, it was not difficult to express the work done in terms of a uniform unit of time.

The editor has deemed it proper and judicious to examine the estimates made by the principals, and to revise them in some cases. Wherever the statement showed a scant amount of work done in the standard amount of time, he has used his judgment in reducing the credit to correspond rather with what appeared to be the value of the work in amount and thoroughness. On the other hand, when the time spent was great for a given amount of work, he has arbitrarily given credit only for the amount of work. So far, therefore, as the tables are examined to discover whether the fourteen standard units can be given within the four years allotted, the error is on the side of conservatism and certainty. The question whether the credits allowed by the Carnegie Board are just, is raised both by the remarks of individual principals and by a study of the returns; and it will be taken up at a proper place in this paper for suitable comment.

The editor has used greatest license in estimating the value of the work in history and science as stated in the reports. Quite commonly the periods per week were less than five. When, for example, English history, which the Carnegie Board intended should be one full year's work and count for one unit, was studied for only three periods per week through the year, it has not been counted at all in the revised estimate, on the ground of lack of thoroughness. The final test would be the ability of a candidate to stand an examination which an average student who had studied the subject five periods per week ought to stand; and under this test, it was argued, the average student who had devoted only sixty per cent as much time would probably fail. Again, a course in a "General" history, even when more than a year with the full number of periods had been given to it, was looked at somewhat askance as "neither fish, flesh, nor good fat fowl." Particularly the valuation of the work done in science was discounted freely. Unless the evi-

dence of good equipment and the use of the laboratory and the notebook was plain, the credit estimated by the principal was discounted considerably, or disallowed altogether. In some cases a larger alternative estimate has also been given in the abstract that has been made; but in the tables that are based upon these abstracts only the first and lower estimates are taken into account. In the judgment of the editor most schools by

*ABSTRACTS OF ANSWERS TO QUESTION 2.

| INDEX NUMBER OF SCHOOLS..... | 1 ¹ Public. Mixed. | 3 ² Private. Boys. | 4 ³ Public. Mixed. | 8 ⁴ Public. Girls. | 10 ⁵ Private. Boys. |
|-------------------------------|--------------------------------------|-------------------------------------|--------------------------------------|-------------------------------------|--------------------------------------|
| NATURE—PUBLIC OR PRIVATE..... | | | | | |
| FOR GIRLS, BOYS, MIXED | | | | | |
| Subject: Latin | 4 units | 4 | 4 | 4 ⁶ | 4 ¹⁷ |
| Greek..... | 3 | ... ³ ¹⁴ | ... ¹⁵ | ..... | 3 ²⁹ |
| English..... | 3 | 3 ²⁸ | 3 | 3 | 3-4 ^{1/2} |
| German..... | 2 | 1-2 ³⁶ | ..... | ..... | ...³⁷ |
| French..... | 2 | 1-2 ³⁶ | ..... | 3-4 ¹⁶ | ..... |
| Spanish..... | | | 2 | ..... | ..... |
| Algebra..... | 1 ^{1/2} ¹⁸ | 1 ^{1/2} ⁴³ | 1 ^{1/2} ²⁷ | 1 ^{1/2} | 1 ^{1/2} |
| Geometry..... | 1 ^{1/2} | 1 ^{1/2} | 1 ^{1/2} | 1 ^{1/2} | 1 ^{1/2} |
| Trigonometry..... | | | 1/2 | ..... | 1 ^{1/2} ⁴⁴ |
| History..... | 4 | 3 | 4 | 2-3 (?) | 3-4 |
| Science | 2-3 ²⁶ | ...-2 | 4 | ...-1 ²⁸ | 1-2 |
| Total..... | 23 ^{1/2} -24 ^{1/2} | 15-22 | 23 ^{1/2} -24 ^{1/2} | 14-17 (?) | 17 ^{1/2} |

¹ Half the boys and fully one-quarter of the girls go somewhere to college. Some enter colleges requiring fourteen units both by examination and by certificate. "We decided to fully comply with the requirements of such institutions as the Woman's College of Baltimore, University of Pennsylvania, and University of Chicago."

² Students enter fourteen unit colleges by examination.

³ Every year some of the students take the New York Entrance Board Examinations. About twenty go to colleges of all grades each year.

⁴ "An average of five each year go to colleges which rank with Vassar or Woman's College of Baltimore."

⁵ Nearly all of the students go to State colleges on certificate.

⁶ "Accredited at Wellesley and Smith. We have had the certificate privilege at Wellesley—with students there continuously—since 1888."

⁷ Thirty-minute periods. About nine-tenths of the students go to colleges which are all below the fourteen-unit limit.

⁸ Six boys went this year to the State University, which is below fourteen units.

⁹ About fifteen went to the various colleges of the State in 1906.

¹⁰ About thirty each year go to colleges in the State.

¹¹ In the last two years two or three have entered fourteen-unit colleges by examination.

¹² Some enter fourteen-unit institutions. "They enter for the most part by certificate, and the greatest trouble we have is caused by the fact that any college for boys in the State will take our boys when they have finished two and one-half or three years of our four-year course. The _____ College for Women will not accept our girls until they graduate, and we find this much better for us and for them."

¹³ Two years.

¹⁴ When taught, the work is done in two years.

studying more thoroughly a smaller number of subjects in history and science could raise their total credits by one or two, or, in some cases, even three units. The tables, therefore, are for this reason also conservative, and below what they might easily be made. Some of the abstracts are given in a footnote to illustrate the material from which the tabular and other conclusions are drawn.*

*ABSTRACTS OF ANSWERS TO QUESTION 2—Continued.

| 21 ⁶ Private. Girls. | 28 ⁷ Private. Boys. | 30 ⁸ Private. Mixed. | 35 ⁹ Public. Mixed. | 37 ¹⁰ Private. Boys. | 40 ¹¹ Private. Boys. | 61 ¹² Public. Mixed. | 63 ¹³ Public. Mixed. |
|---|--------------------------------------|---|--------------------------------------|---|--|---------------------------------------|---------------------------------------|
| 4 | 3 ¹⁹ 2 ³¹ | 4 | 3 ²¹ 1 ³³ | 2 | 4 ²³ 3 ³⁵ | 4 | 3* |
| 3 | | | | 3 | | | |
| 3 | 3 | 3 | 2 ⁴¹ | 3 | 3 | 3 | 3* |
| 3 ¹⁸ | | | 2 | 2-3 | 2-3 ⁴² | 3 | 3* |
| 3 ³⁰ | | 2 | | | 2-3 ⁴⁸ | 3 | 3* |
| | | | | | | | 3* |
| 1 ^{1/2} ³⁸ 1 ⁴⁶ | 1 ^{1/2} 1 ^{1/2} | 1 ^{1/2} ³⁰ 1 ^{1/2} ³² 1 ⁴⁰ | 1 ^{1/2} ⁴⁷ 1 | 1 ^{1/2} ²² 1 ³⁴ | 1 ^{1/2} ⁸⁰ 1 ^{1/2} ⁸² | 1 ^{1/2} 1 ^{1/2} | 1 ^{1/2} 1 ^{1/2} |
| 1/2 | 1 ^{1/2} ³⁹ | | | | 1/2 | 1/2 | |
| 3 | 3 | 2-3 | 2 2-5 ⁴⁰ | 2 | 2 | 2-3 | 2-3 ⁴⁴ |
| 4 | ... ⁴⁸ | ...-2 | 1 3-5 ⁵¹ | | 3 | 2-4 | 2-3 |
| 21-26 | 14 ^{1/2} | 17-20 | 14 ^{1/2} | 11 1-6 | 22 ^{1/2} -24 ^{1/2} | 20 ^{1/2} -23 ^{1/2} | 16-18 |

¹⁵ Prepared to give it; but no one has elected it.

¹⁶ College preparatory students given this amount.

¹⁷ Equivalents offered for part of the usual texts.

¹⁸ Three years; 1,200 pages of graduated text are read.

¹⁹ Two orations of Cicero and three to four books of Virgil lacking.

²⁰ Three years spent on the subject.

²¹ Three years; but scant in scope.

²² Nearly two and one-half years spent on the subject.

²³ Scant preparation.

²⁴ Three periods per week through four years.

²⁵ Physical geography and botany one-half year each.

²⁶ "Do more than is required."

²⁷ Two years.

²⁸ "Has not been credited on certificate. We can and will do better."

²⁹ Very little demand.

³⁰ Three years; 1,000 pages of graduated text are read.

³¹ No Homer.

³² Two years spent on the subject.

³³ Only one year.

³⁴ Twenty weeks on three or four books.

³⁵ Two years of work in small classes.

³⁶ One year sufficient to more than meet the requirements.

³⁷ No demand for modern languages.

³⁸ Two years.

³⁹ Conic sections also.

⁴⁰ One year spent on this subject.

⁴¹ Three years; but covering only about half of the College Entrance Requirements.

⁴² In two years 1,000 pages of text are read.

Tabulating the abstracts from seventy-three schools, we get the following results:

| SUBJECT. | No. Schools. | | Av. Units 73 Schools, | Av. for Schools Taking Subject. | REMARKS. |
|----------------------------------|--------------|-------|--------------------------|------------------------------------|--|
| | Offering. | Not. | | | |
| Latin..... | 72 | 1 | 3.7 | 3.75 | 53 give 4 units; 4, 3 ¹ / ₂ ; 14, 3; 1, 2. |
| Greek..... | 42 | 31 | 1.56 | 2.7 | 30 give 3 units; 20, 2; 2, 1. |
| English..... | 73 | ..... | 3. | 3. | 3 give less than 3 units. |
| Mod. Lan. | 66 | 7 | | | |
| Three..... | 4 | | | | |
| Two..... | 46 | | | | |
| One..... | 16 | | | | |
| German..... | 59 | 14 | 1.85 | 2.2 | 15 give 3 units; 44, 2. |
| French..... | 49 | 24 | 1.45 | 2.19 | 12 give 3 units; 33, 2; 4, less. |
| Spanish..... | 11 | 62 | .33 | 2.18 | 3 give 3 units; 7, 2. |
| Algebra..... | 73 | ..... | 1.5 | 1.5 | 2 give only 1 unit. |
| Geometry..... | 72 | 1 | 1.42 | 1.43 | 9 give only 1 unit. |
| Trigonometry..... | 40 | 33 | .3 | .54 | 3 offer 1 unit. |
| History..... | 72 | 1 | 2.47 | 2.49 | 1 offers less than 1 unit. |
| Science..... | 56 | 17 | 1.48 | 1.93 | { 4 give 4 units; 10, 3; 20, 2; 17, none, } or too scanty work to be counted. |
| Total..... | ..... |  | 19.06 | 23.91 | |
| Corrected average aggregate..... | 18.76 | | | | |

It appears that only four schools offer less than fourteen units, and that others run as high as twenty-six or twenty-eight. The average is eighteen and three-quarters; out of which fourteen may easily be selected.

Apparently the time spent on Latin—and the credit of four units allowed for it—is rather short. Quite a number of the answers suggest as much. Drill in syntax and composition requires time, often perhaps at the expense of that which is necessary for translation. Facility in translation comes slowly, and the burden of acquiring a vocabulary increases with the variety of authors and selections, even though it does not increase in proportion quite equal to the amount.

⁴³ Two years.

⁴⁴ Analytics is also taught for half a year.

⁴⁵ Plane geometry.

⁴⁶ Short courses in several science subjects.

⁴⁷ Two and two-fifths years spent on the subject.

⁴⁸ In two years 1,400 pages of text are read.

⁴⁹ Three years, four periods per week.

⁵⁰ Two and one-half years spent on the subject.

⁵¹ Amount of laboratory work not clearly indicated.

⁵² One and one-quarter years spent on the subject.

* Four years, five full periods per week, to one foreign language is required. But the scope of the work is scant.

Four years, and sometimes more, are spent on the study of English. Generally it is begun in the high school at a point a year below the grade at which the college readings can be profitably taken up; so that the work of preparation for the standard tests in English is confined to the last three years, and is worth the three units apportioned to it. The preliminary year is not considered in the apportionment.

In mathematics, particularly in algebra, the showing is rather remarkable. Thirty-four, or almost half, of the schools are reported as habitually devoting more than one and one-half years, generally two years, to the study of the amount of algebra indicated. One school is singular in devoting only one year to it all. Six schools devote only one year to both plane and solid geometry. Most of them seem to give the surplus half year to algebra. Nine spend two years or more. But fully three-quarters seem to have no particular difficulty in completing the stint of geometry in the one and one-half years allotted.

The answers to the third and fourth questions (concerning the number of men who go to college and the method of entrance) are not full enough to justify tabulating. But, as the comments on the abstracts given above clearly show, they have served in not a few cases to establish the value of the work done. If it appears that students from a school are going to high-grade colleges regularly, whether by certificate or by examination, the estimates upon the value in units of the work done may be given with much confidence. Possibly thirty of the schools have been more or less thoroughly tested in this way. Several of the schools exclusively for girls, both public and private, have an excellent record on such tests.

It is of no little significance that some schools (*e. g.*, School No. 1 in the abstract) have deliberately looked beyond the borders of the State in search of colleges with standards to which they would aspire in adjusting their courses of study. Several Alabama, Arkansas, and Kentucky schools, and at least one Georgia school, are instances. Though all of the Georgia schools reporting have courses up to or above the average, there is not much indication that the students look outside for col-

leges, but on the contrary go to the local institutions; and the principals betray the feeling that their work is hampered in consequence. In the Carolinas also there is a marked tendency of the students looking forward to college to choose institutions within the State; and (cause? or consequence?) it seems rather difficult for a student to get adequate preparation to go to a fourteen-unit institution. (Cf. Schools No. 35 and No. 37 in the abstract.) Eight schools in the Carolinas average 14.8 units. Twenty schools in Tennessee average 19.48 (compared with an average of 18.76 for all reported). Six Virginia schools average 19.6; but the curriculum proposed by law for the first-class high schools of the State (Cf. No. 63 in the abstract) aggregates only sixteen to eighteen points.

The first question (concerning the practicability and desirability of so comprehensive a programme for the public and private high schools of the South) was answered affirmatively with practical unanimity. Those who wavered did not doubt the desirability of such a course under favorable circumstances; but rather had not the faith to believe that it could be realized, or the courage of their convictions that it ought to be. The value of the vote on this question consists not in its size or unanimity, but in the inferences that may be drawn from it. No one can discover in the replies that were made by upward of eighty school men on this point anything to indicate a reason why a different high school curriculum would be better for southern youth. They are every one willing, and most of them are able, to give the full course now; and is it likely that the one hundred and twenty-five who were invited to answer, and did not, would have materially changed the results by their replies? Or that the summaries of the answers in hand would be neutralized by increasing the number to two hundred or three hundred, or more? It is with no little satisfaction that the results of this partial canvass of southern high schools is submitted.

THE INCOMPATIBILITY BETWEEN SUMMER BASEBALL AND THE AMATEUR SPIRIT.

At the annual meeting of the Intercollegiate Athletic Association in New York on December 28, 1907, Professor Clark W. Hetherington, Director of Athletics in the Faculty of the University of Missouri, made an elaborate report on summer baseball and its relation to amateur sport. The report was prepared at the request of the Executive Committee of the Association, which appointed him chairman of a committee to investigate summer baseball. That portion of it which discusses the spirit of amateur sport in college athletics and shows the incompatibility between it and summer baseball is so important and pertinent that it should find reproduction in a publication like the *QUARTERLY*, which is intended to reach college men, both alumni and students.

"The term 'summer baseball,'" he says, "is applied to the practice of college students who are still candidates for their college teams playing baseball during their summer vacations on some team not connected with a college, which practice makes it extremely difficult to determine the amateur standing of college players."

The men who play summer baseball are not all of one class. Some join a team under cover of some other employment, but solely to play ball. Others are definitely employed and paid for certain work, and join the team in addition. Some play on home town teams which are partly professional. Of these some demand money and others are urged to take it, perhaps refusing to do so. Still others who do not need to work during the summer play on the home team or on mixed teams at seaside and mountain resorts where they seem to be genuine guests.

"The rules governing summer baseball and the practice in dealing with summer baseball differ greatly in different colleges, even in the same section of the country. Some colleges stand squarely on the amateur rule, while others have abolished it actually or practically."

After reviewing the information which was brought out in a large number of letters from all parts of the country in answer to his inquiries, he continues:

"The essence of fact and opinion in our national situation may be briefly stated. Baseball stimulates the most serious violations of the amateur rule, first, from the standpoint of frequency of occurrence; second, from the standpoint of conflicting practices for regulation; third, from the standpoint of conflicting opinions concerning the seriousness of the infractions; and fourth, from the standpoint of differences in the remedies suggested for bettering conditions. Nowhere in the whole discussion of college athletic problems is the craving for relief from responsibility so clearly shown. Because of its peculiar dual professional and amateur character, baseball has produced another intolerable athletic situation and again exposed an athletic apotheosis and destroyed finally the faith of many in the amateur law. The validity of the amateur law is involved. Baseball vs. amateurism stands before the bar of judgment.

"Before this problem can be discussed intelligently, the two ultimate principles to which all arguments must refer should be stated.

"First. The first question concerns the purpose or function of baseball in common with all athletic activities in college life. What is the meaning of athletics? What values have they in modern life? What is their place in an educational system? What values have they in the education, training, discipline, and culture of college men? What are college athletics for and whom are they for? Upon the answers to these questions will depend the ideas determining many policies in the organization and administration of athletics. We can only formulate the possible positions assumed toward the last question.

"If we ask what athletics are for in a college or any educational institution, there are three possible answers or concepts, which we may formulate as follows:

"1. They are solely for the pleasure of the spectator and the profit of the athlete who furnishes the pleasure.

"2. They are for the pleasure of the spectator, especially the partisan sympathizer, and the pleasure and honor of the athlete. The partisan's pleasures include (a) the emotions in the skilled contest; (b) the satisfaction to partisan pride when victorious, including ideas of honor for the group; and (c) the social intercourse which the partisan expressions bring. Many of these elements of pleasure are also found in the first concept.

"3. They are for (a) the benefit of the boy athlete seeking pleasure and achieving the organic and social results for which his athletic impulse was created, and (b) the social fellowship, sympathy, unity, and loyalty (where highly organized teams exist) among members of the team and the social group which the team represents.

"If athletics are organized and administered on the first of these concepts, there result what we call pure professional athletics. This concept has its legitimate place; to it there are no objections so long as it keeps its place.

"If athletics are organized and administered on the third concept, 'educational athletics'—*i. e.*, the educational influences, for which was created the athletic impulse as a phase of the play impulse—are the result.

"If athletics are organized on the second concept, there results a class of athletics somewhere between 'educational' athletics' and professional athletics, or just what we have to-day in many colleges and secondary schools. They are seldom truly educational; they are more seldom frankly professional. The tendency they take depends upon the class of characters dominant in the control of their organization and administration. There is nothing in this concept that is distinctly independent of the other two. In it there is nothing that does not logically belong to the first or third concept. It is based on misguided notions, half-evolved sentiments, and incomplete logic.

"If we now turn to the second half of the original question and ask, 'Whom are athletics for?' the answer will depend upon the position taken concerning what athletics are conceived to be for.

"If the first concept is accepted, the policies will center in one position—'get the best talent possible,' and satisfy the spectators. If the second concept is accepted, the desires of partisans and anxiety concerning questions of material for winning teams will be paramount in the development of administrative policies, always with a danger of twisted moral standards. If the third concept is accepted, the only position that can be taken is: Athletics are for the education of all students, irrespective of athletic skill or ability to make pleasure for spectators, to bring 'honor' to the institution, or to satisfy the vanity of partisans. In other words, they exist for the same people and for the same reasons that any other 'course' of work in the curriculum does. This

concept and its interpretation does not preclude for the spectator many pleasures stated under the second concept, but it determines absolutely the primary point of view in the creation of administrative policies.

"Each administrative authority, each athletic thinker represents, consciously or unconsciously, one or the other of these concepts. As his bias goes to one or the other of these theories, so is determined his attitude on every question of policy in the organization and administration of athletics. It is futile to discuss with a man any vital problem in athletics without knowing his notion of the function of a college and the place of athletics in that function. In how far are the radical differences in practices and opinions above outlined due to fundamental differences in educational and social tendencies? It is beyond the function of this report to give more than a mere statement of this question. It needs deeper consideration.

"Second. The second question concerns the nature of the amateur law. What is it for? Has the amateur rule any real psycho-social foundation for existence? Does the fact that one individual receives money for playing and another does not have any influence upon the recipient, or his unpaid opponent, or upon the development of ideas among boys and the public, that will lead to participation in athletics, when looked upon as an educational or hygienic force or as a sport?

"The amateur law is a phase of the wider problem of classification for education, especially through play or athletic activities. Individuals differ in the vital capacities necessary to take part in various gymnastic and athletic activities; they differ in the motor skill required and they differ in temperamental inclinations. Sex, age, weight, size, strength, needs, taste, and nervous and temperamental inclinations are the factors of chief consideration in organizing all physical educational activities. They become peculiarly important in all organized play and athletic activities, because these activities all culminate in contests in which the pleasure, and therefore the conscious motive in the contest, is centered about the emotional excitement in the chances of winning. Human nature demands fairness, or the contest is off. Any influence that destroys the pleasure, aim, or motive of the participant in the contest inhibits the impulse to compete. This may be called the law of athletic competition.

"All eligibility is a classification for fairness in competition. Among the older boys occupation, institutional affiliations, motives, etc., become factors in the classification because the difficulties in classification increase as the boys approach maturity. Divergences in physical capacities increase and consciousness of social forces becomes more keen. If athletics are to be preserved for the benefit of any class, that class must be protected. All college rules have evolved in the effort to preserve intercollegiate athletics for legitimate students, and lately for undergraduate upper class men. This is simply a question of whom athletics are conceived to be for, and an effort to preserve them for that class. The rules have been much complicated by dishonest practices and an effort to protect the fundamental concepts in the classification.

"Between the professional and the amateur the distinction is one of motives. Amateurism is the flower of one of the most fundamental of animal and human instincts—play. It is the product of the play impulse, with social rivalry added. Professionalism grows out of an entirely different instinct—the instinct in human nature that creates an interest in spectacular contests of whatever nature, the willingness to pay for the satisfaction of that interest on the part of some and the willingness to serve as a spectacle maker and receive the favors on the part of others. A sharp distinction exists between the motives in the play of boys in their early teens and the motives of professional baseball players, vaudeville acrobats, and prize fighters. In the later years of youth the lessening gap in power for performance between the youth and the adult professional gives many opportunities for confusion. The contest of boys becomes interesting to the spectacle lover. The boy's motive in play may shift. Therefore, in the development of athletics, through the spectator's desire for amusement and the boy's susceptibilities to the influence of the spectator, all athletic activities tend to be carried on into exhibitions for the amusement of the public, with unsavory features which often hide for many the meaning of the boy instincts creating athletic plays. Add to this the carelessness on the part of college teachers concerning student life and the craze for numbers and advertising on the part of college administrators, and you have the tolerance that allows all the evils in college athletics.

"History and common sense show that in all public contests

the *bona fide* professional eliminates the *bona fide* amateur. The two classes cannot exist in contact. If we wish a class of athletics for the *bona fide* amateur, he must be protected from the *bona fide* professional.

"The question, then, is the validity of the amateur clause, not for the elimination of the *bona fide* professional, but for the technical professional. Should receiving a money prize for winning a boys' Sunday school race or for playing one or two games of baseball for \$10 each or for teaching club-swinging for money constitute technical professionalism and eliminate the class from all contests intended for *bona fide* amateurs? Have these acts any effect on the athletic power of the recipient or his attitude in athletic contests, or have they any influence on the tendency of other boys to take part in athletic contests? Suppose it be admitted that they have in themselves no influence whatever on the development of athletics among the many as an educational and social endeavor or as a sport. Shall such acts be ignored? If ignored, how far shall we go with the ignoring? Where shall the line be drawn between the innocent act or the 'occasional fee' and the regular salary? If boys will lie now about the 'occasional fee,' will they not also lie about a regular or all but regular salary? Who is to interpret motives? Left to some administrators, it seems clear that there never would be a professional if the player were a good player and needed on the college team! The distinctions necessary in this problem that will unify opinion and serve as the foundation for legislation must be formulated by an investigation vastly more exhaustive and detailed than is possible in this report. It is clear, however, that the conflicts in opinion and practice and the unsatisfactory conditions surrounding the present rule must be eliminated, and that the principle of amateurism must be established in fact if it is to survive."

Professor Hetherington then reviews some of the arguments of those who would favor a partial or complete abrogation of the amateur rule on summer baseball.

Some make the argument turn on mere definition, holding that those only are professionals who depend not for their spending money but for their living on playing ball. Some argue that, as many ball players must earn their way through college, it is no worse to earn it by playing ball than by working in the harvest

field. Others claim that the colleges have no jurisdiction over the summer acts of students. The practical results of all and any such views will be, he shows, the inevitable tendency of college teams to become more and more completely professional, from the standpoint of the accepted definition. "There are those," he adds, "who openly assert that they do not care from what source students get money for taking part in athletics."

"Such advocates must be prepared," he continues, "to face the question, Can colleges afford to sanction professional teams? There is no harm in professional athletics or in being a professional. Undoubtedly a clean professionalism is preferable to a lie-living, demoralized amateurism; but this is not the issue unless college authorities admit that they have no influence or control over college students. The question is: Can colleges afford to support a school for the education of professional athletes? Can colleges afford to have a force that reaches a larger number of students than any other activity in college life organized on a concept that makes 'rooters' out of the many and professional representatives out of the few? Can colleges afford to compete with cities in supporting baseball teams—and for the same purpose? Can colleges afford to lose a force that has in it more possibilities for moral and social discipline in the lives of a majority of college men than any other force in college life, simply because of the difficulty of administration? The argument depends upon the questions at the foundation of the whole discussion: What are athletics for in college life and whom are they for?"

"Which is the right position and the one that will be accepted by the public must be determined by thoughtful work on the part of a large group of earnest men," he says, and adds that it must be well understood that the present concept of amateurism cannot be maintained without the support of the great majority of school and college men. This support can be secured by showing two things:

"(a) That the law is necessary to protect seekers after pleasure, recreation, and exercise, with all their educational implications, as against the mere seekers after material gain. It must be shown that the rule is valid, which will require clear demonstrations and an educational campaign.

"(b) That the future athlete can be protected from ignorant

technical violations of the law through a dissemination of information concerning the meaning and purpose of amateurism."

The strong action which the Association took upon the report is stated elsewhere in the account of the proceedings of the annual meeting.

PHI BETA KAPPA.

The triennial convention of Phi Beta Kappa was held on September 12, 1907, at William and Mary College, Williamsburg, Va., where in 1776 the society was founded. The Vanderbilt chapter was represented by Dr. J. T. McGill. Five new chapters were granted charters: University of Michigan, Oberlin, and the University of Illinois in the North, and University of Virginia and Tulane in the South. The other southern chapters are, in chronological order, at William and Mary (1776), Vanderbilt (1898), University of North Carolina (1901), and University of Texas (1904). The local chapter at its December meeting elected three members of the present Senior Class on the record of the work of the first three years: Lawrence W. Murphy, of Magnolia, Ark.; Clarence S. Boswell, of the Louisville Male High School; and Miss Nannie H. Moore, of McTyeire Institute, McKenzie, Tenn.

Dr. L. C. Glenn, Professor of Geology, made a trip to Washington during the last week in January to attend a meeting of the National Forestry Reserve Association and to appear with a committee of that Association before the House Committee on Agriculture in behalf of the great Appalachian Forest Reservation, a mission which his experience in the Appalachians both in connection with the United States Geological Survey and for private timber and mineral interests has well qualified him. The bill for the reservation has already been reported from the Senate Committee, and has since been reported favorably by the House Committee on Agriculture and referred to the Committee on Judiciary to report on the constitutionality of the measure. It is hoped that at the next Congress it may be passed into a law.

UNIVERSITY NEWS

THE OPENING OF THE SESSION 1907-08.

Unexpected delays encountered in preparing the Directory of the Dental Graduates have so delayed the appearance of the October number of the QUARTERLY that it has seemed wise to avoid the appearance of anachronism by publishing this article in the January number and bringing it down to the end of the first term.

ENROLLMENT IN THE CAMPUS DEPARTMENTS.

The number of matriculates on the campus is 442, an increase of 19 over the number last year at the same time. Practically all of the increase is in the Academic and Engineering Departments, where there appears an increase of 14 in the number of new students, making a total of 135, and a slight increase in the number of former students returning to resume their work. The greatest change is in the distribution of the students between the Academic and Engineering Departments, the entering class in the latter falling back from 50 to 30.

Of the entering students, 21 come by transfer from twenty collegiate institutions. The other 114 come from forty preparatory schools in eight States. Branham and Hughes School has sent 14; Fogg High School, 13; Wallace's University School, 10; Webb School, 8; Montgomery Bell Academy, 7; Battle Ground Academy, 6; Fitzgerald School and Ward Seminary, 5 each; Castle Heights and University School, Memphis, 4 each; Bowen School and Memphis High School, 3 each; and College Grove, Tenn., Brownsville, Tenn., Columbia Military Academy, and Mooney School, 2 each.

Of the 153 students who remained through until the close of last year in the junior, sophomore, and freshman classes, 116, or about 76 per cent, have returned. Of 80 left in the Engineering Department after the graduation of the seniors, only 43, or not quite 54 per cent, returned, almost two-thirds of the freshman class failing to return for the second year. So far as the circum-

stances which have prevented the students from returning are known in individual cases, there is nothing extraordinary to attract attention. Some were advised not to return on account of scholarship (but more returned to take the work over with the present freshman class); one or two have gone to other institutions, but no more than usual; most of those who dropped out are at work. The class of last year was unusually large, and a decline was to be expected. Perhaps an idea has prevailed with those whose preparation in the languages was poor that it was easier to enter this department, though the requirements are in fact the same, with the result that some who were poor students, or poorly prepared, drifted into that department without special aptitude or fondness for the profession. A better explanation, borne out by the reasons given in many cases for entering or changing to this department and by the fact that so many of those who do not return are at some engineering work, is that the students in this department are less able financially than those in the Academic Department. It appears on examination that fewer engineering students are able to earn money during the college year, because their time by day is more fully occupied by laboratory and practice work, though the opportunities for summer employment are, on the other hand, more certain.

The Pharmacy Department has practically the same aggregate enrollment as last year, though the entering class is not so large. The enrollment in the Biblical Department was reported below the usual number early in the session. But later the numbers increased as the Conferences met and men were released from charges which they had been holding during the preceding months or year. The arrangement of courses in the Biblical Department is well adapted to accommodate the needs of such men. There are some courses which run through the second half of the first twelve weeks with double recitation periods, and the fundamental courses in Hebrew, Greek, and other continuous subjects begin with the second twelve weeks' term, on January 2.

INCREASE IN EQUIPMENT AND INSTRUCTING FORCE.

The freshman class in English this year occupies all of the time of one man, and occupies it fully. It is in charge of Mr. F. R. Bryson, B.A. '99, who last year, in the absence of Dr. Kip, had

part of the work in German. English I. meets in four sections two hours per week; but the main work consists in the preparation of daily themes (four each week) and personal conferences with the instructor several times during each term. The change in the character of the first-year English has been contemplated for some time; but it has hitherto been impossible to carry it out because the instructors have had other duties put upon them and have not had the time needed for a course of such a character. Mr. Bryson comes to the work with enthusiasm and with full faith in the value of training in writing, having had experience as a graduate student at Harvard University, where the introduction of the "theme work" contributed largely to make famous the English department of that institution.

The freshman mathematics class recites four times per week in four sections, averaging thirty each; and sophomore mathematics, required in the B.E. and B.S. courses, recites three times weekly in two sections. The work in these two classes is divided between Mr. C. E. White, Instructor, and Mr. B. M. Mitchell, Fellow. Mr. Mitchell was a graduate student under Dr. Vaughn last year, and Mr. White, a graduate of Indiana University, comes from that institution with teaching experience.

At the opening of the session Dr. Vaughn's health seemed to be poor, and he was relieved of the class in Astronomy as well as of that in Mathematics II. But he has continued in charge of Mathematics III. and the graduate classes, and has retained oversight of the library, carrying on his work with uninterrupted regularity and with his usual good spirits.

John R. Fisher, B.A., M.A., and D. M. Key, M.A., Assistants in French, Latin, and Greek, left after commencement, the former to take charge of a training school in Weatherford, Tex., with Mr. E. T. Rowland, succeeding Mr. J. P. Turner; and the latter to become professor of Latin and Greek at Southern University, Greensboro, Ala. Mr. G. R. Mayfield has returned after an absence of a year and a half to take charge of the work in Latin I. and Greek I. Both classes recite in two sections of nearly thirty men each. The classes in Greek have increased nearly eighty per cent over the last few years.

The classes in French I. and German I. were given to Dr. S. N. Hagen, in addition to his work in English Philology. But they proved to be so large that each was broken into three sections in-

stead of two, and Professor Frantz, M.A., who holds the chair in Modern Languages in Peabody College for Teachers, was secured to take two of the sections. History I., English II., French II., and German II. also recite in sections; and yet the policy of Chancellor Kirkland to have the classes, especially the language classes, recite in small sections of fifteen to twenty waits on the increase of income necessary to make the adequate increase in teaching force.

Dr. Kip returned to his work in the German department after a year's leave of absence, fully recovered in health and having enjoyed a half year of excellent opportunity for study in the Harvard library and elsewhere.

Dr. Glenn is assisted by Mr. H. E. Hayden, Jr., M.A., of Princeton University, and a student of geology in the University of Virginia.

Professor Jackson's position in drawing was filled by the Executive Committee of the Board by the appointment of R. K. McNeilly, a former student of the department, who had taught at the University of Mississippi and had had considerable field experience, having been, up to about the time of his election, in the United States Civil Service in charge of various pieces of construction work.

The work of construction lagged beyond calculation, and Furman Hall was not ready for occupancy at the opening of the session. The Pharmacy lecture rooms and laboratories, on the first floor of the west wing, were the first to be occupied, late in October. The Organic Chemistry lecture room and laboratory, on the second floor of the west wing, and the Qualitative Laboratory, on the second floor of the east wing, were soon occupied. Then the lecture theater between the wings on the first floor. In order to have adequate room for the drawing classes, Professor McNeilly was moved from Engineering Hall to the third floor of the west wing of Furman Hall. Drs. Dudley, McGill, and Ruddiman are in possession of their offices and private laboratories, and the mechanics have practically completed the building. The formal public opening will take place about the middle of the second term.

Following closely behind the work in Furman Hall was the work in the basement of College Hall. The whole of the south half of the basement has been fitted up for a physical laboratory, and the classes took possession after the holidays.

Weighty considerations of expediency led Chancellor Kirkland to remove the Department of Geology from Science Hall to College Hall, where it occupies two rooms on the first floor of the north wing and practically all of the north half of the basement for museums, lecture rooms, laboratories, geological library, and storerooms. The collections, both of books and of specimens, are invaluable. Many of them could not be replaced, and have few duplicates anywhere. College Hall is inflammable. The combustible material is inconsiderable, and it is and will remain remote from any other building which could communicate fire to it. Science Hall is not less combustible than the old College Hall, and the geological rooms there were too small. The risk to the University on the collections, even when an expensive insurance policy was carried, was greater than it will be with a merely nominal amount of insurance on College Hall. So the change has been made.

The Department of Biology still remains in Science Hall. But it is expected that it will be moved from the third floor to the basement for the sake of better and larger accommodations; or it may even be moved to Furman Hall for greater safety.

Meanwhile the vacated rooms in Science Hall afford excellent accommodations for classes which have need of the minimum amount of class room equipment, and one instructor after another is assigned rooms there as preference is expressed or necessity dictates.

The library grows more rapidly than could have been anticipated by both gift and purchase. The stacks have been relieved by the removal of the Chemistry Department Library to Furman Hall and by the installation of seminary rooms for Mathematics, Romance Languages, Germanic Languages, Ancient Languages, English, and Political Science and Philosophy in the four rooms on the second and third floors which were formerly used as offices by the professors and in the room on the third floor over the library, which has been subdivided by a partition of reënforced concrete.

For the moment the pressure for room is relieved; but the departments may be counted on to expand with the opportunity, and meanwhile the demand for teaching force will become more necessitous.

COURSE IN AGRICULTURAL ENGINEERING.

THE faculty has decided to offer next year a course in Agricultural Engineering, and the announcement of it will appear in the new catalogue. There will be the same requirements for admission as for the other courses in the Academic and Engineering Departments. It will run through four years, aggregating sixty-nine hours of work, and will lead to the Bachelor's degree.

In every one of the four classes this year there are known to be men—promising students—who are looking forward to farming as an occupation after they have completed their college course and taken their degrees. In the list of Vanderbilt graduates there is quite a number who have taken the regular degree courses with credit and have then taken up farming with enthusiasm and success.

One interesting case is that of a student who graduated some years ago. As he progressed in his course his interest in scientific study and research grew, and the prospect of a life devoted to study and teaching in this line was becoming steadily more attractive to him. He was the only son of a father who had a large estate, and was ambitious to have his son take up its management and carry it on. In discussing with some of his professors the hesitation in his mind whether to follow his inclinations toward the career of the professional scientist or to accede to his father's wishes, the professors opened up to him the possibilities of material success, scientific investigation, and public usefulness that lay in the latter choice.

Farming in the South is an occupation with a promising future, even to those who follow it on empirical lines. To the man of scientific knowledge and training, who is withal a man of reasonable business tact and managerial ability, its opportunities are greater and more certain. It affords almost endless variety of opportunity for research and experiment on a large scale or on a small scale, as may seem reasonable or desirable. In a community the example of an intelligently managed and scientifically conducted farm, on which new ideas are put to the test under rational conditions and what is suitable and fit is tested, is of inestimable public utility. In the localities where from time to time the experts of the Agricultural Department at Washington

are conducting their experiments, it is customary for them to secure the coöperation of some intelligent and progressive farmers who carry on the experimental work under directions. When from time to time the experts make their visits, the farmers of the neighborhood are invited to join with them in their visits of inspection and witness their demonstrations.

Such opportunities as these had been foreign to this young man's thinking about the routine of the farmer's life. But these new considerations put it before him with an attractiveness to which he yielded. So upon the completion of his course, which occurred some ten years ago, he took up farming.

Another case, with different circumstances, was that of a young man who graduated a number of years ago after completing the full classical course. "I am the youngest of the family," he said on leaving. "There were four of us—three brothers and a sister. Our parents gave all of us the advantages of school and college. The two elder brothers have already finished and are settled in their professions. Sister has married and is away from home. The old folks now are there alone. They have done their best for us, and I am going back to the farm to take care of it and make them a home in their declining years." His interest in the work of the farm for its own sake grows with his experience and discovery of new ways of improving the stock and the land and of increasing the output.

Another very similar case, of about the same period, was that of another "youngest son" in the family of brothers of whom the older ones had prepared themselves for the law and had entered upon its practice. In college his interest had been developed along the line of science. During the last three years of his course he had been an assistant in the laboratories and had taken much work in all of the natural sciences. To-day he too is finding abundant and enjoyable opportunity for applying his knowledge and training, along with the exercise of other qualities, in "building up" one of the old farms of Middle Tennessee.

Such instances are not rare; yet not so frequent as they might well be. One instance had rather unusual circumstances connected with it. A young man, the third in the family of five, came with his brothers and sisters to Nashville to live, renting the farm, which they had inherited, for five years, until he should have finished his education, and relying on the rents and the

earnings of the older brother and sister to maintain the family while he and the younger ones went on with their studies. Some strong impulse within him was making him ambitious for an education first of all, and after that the farm seemed to be most to his liking as he looked into the future. So he entered the Engineering Department, not because he wanted to become a professional engineer, but because he thought its curriculum would give him the training he wanted.

At times his purpose wavered, not for lack of ambition, but as he came to see first one and then another new phase of life, always cherishing the purpose to live a life that would be useful to his community and not to himself alone. Once he came to his professors for advice on the question whether he should not prepare himself for the law instead of the farm. There was an opening, it seemed, in the county seat for a lawyer, and the public-spirited side of the lawyer's life attracted him. Yet on discussion of the situation he came to see that in proportion as the country lawyer was successful in his profession he would be drawn away from his old home and neighbors to the larger town or to the city; while the greater the farmer's success the more he had to tie him to his community and to his neighbors, whose honor and respect would be a valued part of his reward. At another time it was the doubt whether the farm was the place for an educated man; whether it would not be throwing away an education to go back to the plow, as it undoubtedly would be to go back to the hod. Neighbors had said as much, and it appeared to him that he was about to be disillusioned of all his dreams. It was a source of great encouragement to him at just that time to learn that the University was actually proud of its graduates who were making successful farmers and was encouraging all of its students who had bent or opportunity in that direction to take up farming as an occupation which would give employment for the full scope of their trained powers, and would be in this respect the peer of any, perhaps. If the farmer's life is quieter, less active, less exacting than that of those who follow other and more public callings, it has its compensations in its certainty, its freedom and self-dependence, its dignified respectability, its solid comfort, and its public usefulness.

With the years the number of men looking forward to farming has seemed to increase, and requests of such men for opportunity

to take subjects not included within the group of electives open in any particular one of the older courses have at length led to the arrangement of a course particularly for them, which may be pursued to a special Bachelor's degree, or may be taken as supplementary to the work of the literary course.

The subjects which were most desirable were already offered in one form or another at the University, or could be easily substituted in place of other subjects for which there was no particular call. It is not the purpose to increase the equipment of the University especially for the course, but to utilize that which already exists. It is no part of the University's plan to undertake experimental farming on a large scale. No effort will be made to give instruction in the history of agriculture, nor in cattle-breeding, nor in the arts of husbandry. Many of these subjects would but bear the same relation to the course which the University proposes to give that the work in a manual training school would bear to the courses which the University gives in engineering. It is proposed to give the most thorough training possible within the time in the field of science and in the methods of scientific observation and research, and in the application of scientific knowledge to the art of farming; and withal to give cultural training. To this end the same preparation will be required for entrance upon this course as upon the strictly literary courses, and the work will be pursued in exactly the same way as with the literary students. Indeed, no inconsiderable amount of language and culture studies will be included.

Of this course the catalogue will say:

"The course in Agricultural Engineering is offered for the purpose of fitting for agricultural pursuits men who shall have the proper proportion of cultural and scientific knowledge. Agriculture has become a great scientific industry based on mechanics, chemistry, geology, biology, and kindred sciences. The highest type of agriculturist must have the special knowledge which belongs in part to the engineer, the chemist, the biologist, and the geologist.

"The course here outlined is an attempt to meet the need thus indicated. Practical instruction in the manual details of farm life is not provided, but the time of the student and the resources of the University are devoted to the exposition of the fundamental principles of scientific agriculture. The agricultural engineer is trained to a mastery of those sciences and those principles that underlie the professions of agriculture and engineering.

A student thus trained should be able to make the proper application of his course of study to the daily needs of practical life. Such a course is believed to be a suitable preparation for the highest and most efficient achievement in scientific agriculture.

"COURSE OF STUDY.

"Freshman year: English I. (2); German II. (3); Mathematics I. (4); Chemistry I. a, b (4); Drawing I. (3). Total, 16 hours.

"Sophomore year: Physics I. (4); Drawing II. (2); Surveying I., first term (4); Shop Work, second term (4); Biology I. (Botany) (3); Chemistry II. (Organic Chemistry and Laboratory) (3). Total, 17 hours.

"Junior year: French or Spanish I. (3); Shop Work, first term (3); Prime Movers, second term (3); Economics (3); Chemistry XVIII. (Agricultural Chemistry) (3); Biology IV. (Zoölogy) (3); Geology I. (3). Total, 18 hours.

"Senior year: Farm Engineering (Road Building, Draining, Structures) (3); Chemistry XVII. (Plant and Soil Analysis) (3); Biology III. (Plant Pathology) (3); Biology V. (Entomology and Horticulture) (3); Geology III. (Economic Geology, with special work in soils) (3); Elective: any subject offered in the Academic or Engineering Departments may be selected as this elective (3). Total, 18 hours.

"Whole number of hours, 69."

VISITING LECTURERS AND SPEAKERS.

THE COLE LECTURER.

THE 1908 series of Cole Lectures will be delivered during the week of April 26 by Rev. George Jackson, B.A., of Toronto, Canada. Mr. Jackson is an Englishman by birth. He was educated in the schools of the English Wesleyan Methodists, and entered the ministry of that Church. He came to public notice some twenty years ago through his success as head of the Methodist Mission in Edinburgh, one of the early manifestations of the English "Forward Movement," an organization embodying many of the features of the institutional church. While he is an author of some note in theological circles, his great work has been as a preacher. In 1906 the Sherbourne Street Methodist Church of Toronto, a Church of great size and wealth, invited him to become an assistant pastor, and he has since preached there, drawing crowds to hear him.

He will deliver two sermons, an introductory and a closing ser-

mon, on Sunday, April 26, and Sunday, May 3. During the intervening days he will lecture daily at eleven o'clock in the chapel of Wesley Hall, the subject of the series being "The Fact of Conversion" and the several lectures having the titles: "The Reality of Conversion as a Fact of Consciousness;" "The Reality of Conversion as a Fact for Life;" "Varieties of Conversion;" "The Rationale of Conversion;" "The Psychology of Conversion;" "Present-Day Preaching and the Conversion of Men."

THE COMMENCEMENT PREACHER.

The commencement sermon will be preached on Sunday morning, June 14, by Rev. William J. Dawson, D.D., who will remain over to the Summer Institute, which begins on the night of Commencement Day, and will have a prominent place in its programme.

Dr. Dawson is an Englishman by birth, and was for some time in the ministry of the English Wesleyan Methodists. Later he espoused the ideas of the Congregationalists in creed and Church government. For some years he has been out of the pastorate and engaged in evangelistic work, and is at present on an extended tour of the United States in that work.

He is a man of literary and scholarly attainments as well as a man of great power in the pulpit. He is a voluminous author in a variety of literary fields. His published works include works of literary criticism, essays, poems, sermons, and fiction—novels of purpose, the latest of which, "Modern Babylon," has recently called out much favorable criticism.

DR. CHARLES FORSTER SMITH.

Dr. Charles Forster Smith, Professor of Greek in the University of Wisconsin and formerly Professor of Greek in Vanderbilt University, will deliver the annual address by invitation of the faculty on Tuesday evening, June 16. Dr. Smith came to Vanderbilt University from Wofford College in 1882 as Professor of Modern Languages. In 1883 he became Professor of Greek and held the chair for eleven years, until he was called to his present position in the University of Wisconsin, at the close of the session in 1894.

Dr. Smith won the high esteem and the warm personal friend-

ship of his students, his colleagues in the faculty, and a large circle of acquaintances in the city. He was known as a hard worker; his scholarship was sound, his literary taste refined, his enthusiasm great, and his character lovable. His love for Vanderbilt is as warm as ever, and the pleasant anticipations of his coming by invitation to make the annual address are shared equally by him and his friends.

ASSOCIATION OF COLLEGES AND PREPARATORY SCHOOLS.

THE annual meeting of the Association of Colleges and Preparatory Schools of the Southern States was held with the Public High School of Birmingham, Ala., on November 7 and 8, 1907. The President, C. B. Wallace, of the University School, Nashville, Tenn., in his presidential address discussed "The Moral Influences of College Life," and Professor E. C. Brooks, of Trinity College, presented a paper on "Problems of Southern Colleges." The thesis of this paper was the difference between the educational problems of this and other sections; particularly the circumstance that educational matters are in this section behind those of other sections. Now this exposes southern educators to the temptation to join with other educators in the learned discussion of their problems before the parallel problems have arisen in the South in such a form as to call for definite treatment. On the other hand, the problems that in the South are calling for solution are so like those which have been met with in other sections that the experience of these sections will be helpful to study; yet so different in the conditions that not mere copying but independent judgment and statesmanship will be required in the solution of them.

Aside from these two papers the time of the meeting was occupied with topics directly or indirectly bearing on the high school question. Reports on recent legislation and on the work of the State superintendents of education and of the professors of secondary education connected with the several State universities were made for Virginia, the Carolinas, Georgia, Alabama, Mississippi, Louisiana, and Tennessee.

In all of the enterprise and enthusiasm which is being shown in the establishment of high schools, a question that will grow more important with time and that can be most easily handled at the outset is that of the high school curriculum and the standard of high school work in point of time, scope, and thoroughness. On this question Dean Moore, of Vanderbilt University, presented a paper, printed elsewhere in this number of the QUARTERLY, showing what upward of seventy southern high schools are actually doing. A selection of about two hundred schools was made, in which it was intended to include the best in the several States of the South. A comparison of the list of those which replied with the whole list addressed indicates that those which replied are thoroughly representative. Hence it would appear that if so large and representative a number can maintain a curriculum so high as amply to meet standard college entrance requirements (fourteen units) it is not too much to ask that this standard should be accepted as general.

Chancellor Kirkland presented a study of the entrance requirements of the Association and of the colleges which are members of it; and on the basis of the results presented, through the Executive Committee of the Association, a proposition to amend the by-laws of the Association next year so as to increase the minimum entrance requirements.

The Association was organized in 1895 with minimum entrance requirements equal to ten "Carnegie" units for the degree courses and five and one-half units for the irregular course, and has made no change in these requirements. But after studying the catalogues of southern colleges, "we are struck by the general advance that has been recently made," says Chancellor Kirkland. "Within less than two years almost every institution belonging to this Association has taken hold of the question earnestly, and some of them have made great changes. When we remember how this Association has struggled for fifteen years for the promotion of better standards, and how difficult, if not impossible, it has been to secure advancement, we cannot withhold an expression of surprise at the readiness with which the old standards have been abandoned and new ones adopted in the presence of the stimulating influence of the Carnegie report." Its influence is apparent on institutions which are excluded by the terms of Mr. Carnegie's gift from ever participating in its benefits no less than upon those

whose selfish interest might otherwise have been thought the chief cause of their action. "Among the institutions belonging to this Association several have for years made requirements well in advance of those of the Association. The new movement has, however," he continues, "affected even these, causing them to study their requirements more closely, and correct them at some points where they were weak. Other institutions have made still more notable advance. . . . There are at present only three institutions belonging to the Association that hold to the exact number of points covered by our by-laws."

Two or three points of weakness were disclosed by a critical study of the catalogues of the institutions which are members of the Association. Every institution which enumerates French and German among the subjects accepted for entrance also offers beginner's courses in these subjects. It is therefore possible—unless some restriction is laid down—for a student to enter with less than the required amount by one or both of these subjects and take them after entering. Though they should not be counted twice, for the degree as well as for entrance, the tendency of this practice is to admit the student into college before he has completed a regular high school course. But whatever danger there may be in the practice, against which watchful precautions should be taken, it is impossible to expect all students who should legitimately want to study modern languages in college to come prepared in them, and beginner's courses must be maintained. But when colleges go farther and duplicate in the college Greek, Latin, algebra, and geometry classes some of the courses which are laid down among the entrance requirements the danger line is passed and the door to serious abuse is left open. The work which, as sub-freshman work or as included within low entrance requirements, was put under the ban by the Association is thus securing reinstatement as pseudo college work.

This point of weakness becomes most serious in connection with another—viz., the recognition of a class of "irregular" students whose entrance qualifications are not sufficient to entitle them to become candidates for a degree. Every institution in the Association provides for the admission of such students; and in proportion as the requirements imposed upon them are low, it is possible for unprepared students to enter, take up entrance sub-

jects, and complete their preparation in college instead of in the school.

Still another point is the ambiguity in the use of the word "condition." It may be used to mean, in Latin for instance, that the student has had almost all that is required, or has been found a little weak in the subject; yet has had so much preparation that he may be admitted into the higher class on condition of sustaining himself and making up his deficiency. But it is also used to cover the circumstances described in the preceding paragraphs, where a student's deficiency consists in the fact that he has never taken time to study some considerable portion of the entrance requirements, or is so poor in it that he must take it over again.

In view of these weaknesses and of the advances which so many institutions are making, a revision of the by-laws was proposed for consideration next year. Section 2 of the proposed revision reads: "Every college belonging to the Association shall seek to promote the development of high schools in every way, and to this end shall admit no students except those who have completed a reputable high school course. In measuring the amount of work done by such students, the Association accepts the valuation indicated in the first annual report of the Carnegie Foundation for the Advancement of Teaching, published in 1906." Another article specifies that candidates for admission into the literary department must offer fourteen units of work and that irregular students must offer at least ten, and that "conditions" must be understood to refer to a moderate deficiency in the quality of the work and not to include a really considerable deficiency in the scope. Further, "the Association strongly recommends that all candidates be required to offer the necessary preparation in English and mathematics, and that all candidates for full admission or for any degree courses be required to offer the necessary preparation in two languages besides English. Irregular students may become regular—that is, may secure full admission to college—in two ways: (a) By passing off the necessary number of units in subjects prescribed for admission as a result of private study or in class; (b) by doing other work offered in college which shall be counted as the fulfillment of entrance requirements. In such cases two hours of class work for one college year shall be counted as equivalent to one en-

trance unit; but college work thus offered for admission must not be counted toward a degree."

The officers of the Association for next year are: Professor J. H. Dillard, Tulane University, President; Professor J. M. Starke, Principal University School, Montgomery, Ala., and President Harrison Randolph, College of Charleston, S. C., Vice Presidents; Chancellor J. H. Kirkland, Vanderbilt University, Secretary and Treasurer; an Executive Committee including the President and Secretary and Professor B. R. Payne, University of Virginia, Professor C. B. Wallace, University School, Nashville, Tenn., Professor Edwin Mims, Trinity College, Professor John Bell Henneman, University of the South, and Professor Alfred Hume, University of Mississippi; and an Examination Committee consisting of Professor Frederick W. Moore, Vanderbilt University, Chairman, Professor C. H. Barnwell, University of Alabama, Professor William Hughes, Branham and Hughes School, Spring Hill, Tenn., President R. E. Blackwell, Randolph-Macon College, Ashland, Va., and Superintendent E. E. Bass, Greenville, Miss.

FOOTBALL REVIEW, SEASON OF 1907.

BY DR. D. R. STUBBLEFIELD.

VIEWED in retrospect, the whole work of the season of 1907 was a marked success. It was begun in doubt; it was ended in certainty. Before the season had begun rumors were afloat to the effect that even the incomparable Dan McGugin could not put a winning team in the field against the handicaps that were looming up. All sorts of reports were in the air as to whether the "regulars" would or could show up, and the hard points of the schedule began to take on an even sterner aspect as the time for contest rapidly drew near. Those who put their faith in the almost wonderful ability of our now famous coach, hoping against hope, as it were, in the face of rumors so demoralizing, grimly said: "Wait till Dan has gone to work. He'll 'whip' the material into shape and put us in a condition to do our best, and that's all we can do. There's no use falling down till we are hit, anyway."

Such was the situation when Captain Bob Blake and Coach

Dan McGugin gave out suits late in September, 1907. It was apparent from the first that the squad did not present much basis for confidence. Many of the veterans of the previous season, besides those lost by graduation, were conspicuously absent. Even Stone, the phenomenal center of '06, who had been working all summer in the city, gave it out that it was not certain that he could be in the University again. Pritchard, who had been so confident of returning at the close of '06, had taken a position in the University of Alabama, thus forcing the issue of filling his place. The Noel brothers had gone to Yale. An avalanche of poor scholarship had overfallen the team, and Pritchard, the Noels, and Crawford, had they returned, would not have been eligible until the 1st of November; Manier had transferred to the University of Pennsylvania to complete his medical course; Hall and Cunningham stayed out to teach; Chorn, Lockhart, and dependable "Old" Dan Blake had graduated, and were all out of it.

It was a perplexing problem, concerning which each man had his own solution, and very few thought alike. The easily discouraged groaned, the optimistically inclined winked and nodded sagely to each other. In the meanwhile, Dan McGugin had his head very hot and his hands very full trying to fill the vacancies and make the best of his opportunities. Gradually the panic in the air gave place to a quieter condition of mind, and the candidates began to yield themselves to the severe "trying out" with a willingness that soon brought growing confidence that all would be well in the end. This change gave the wiseacres of the neighborhood their opportunity to approve their own wisdom and prescience and to loudly assert that they knew that the cry of uncertainty and all that was a "bluff." But those who were most closely identified with the work going on knew that that change was a most welcome development from a rather unpromising outlook.

Afternoon after afternoon "Fatty" Sherrell and Almost-as-unpromising McLain kept up their gruelling rounds of the field with a determination to get into form for effective work that means success in any line. The urgency of the need and the call of the coach brought out the largest number of all sorts and conditions of men that had ever been seen on our field. Patient practice and intelligent coaching began to do their work. Experience and observation of the modifications of the rules at-

tempted in the previous year by the Rules Committee were fermenting behind the towering forehead of our intelligent head coach, and almost unconsciously he began to adjust the means to ends desired, realizing that he must ring the changes on the forward pass if he would put Vanderbilt at the front. Added to the results legitimately produced by hard work, good fortune, so to speak, brought a much-appreciated addition in "Demon" Campbell and Williams, two much-discussed "halves." Their ability and experience were supplemented by their willingness to work faithfully. The days were flying and the team was still in a nebulous state, though much zeal and individual prowess was evident. The training was necessarily so hurried that the opportunity to develop "team work" had been almost entirely wanting. Faithfully and bravely the men had struggled in the blinding, choking dust of our field, but their best efforts were still ragged and uncertain to a marked degree. The first actual contest, which is the only real means of bringing a team to itself, was just a week off, and the game with the Naval Academy at Annapolis, the first critical game, would follow in another week. Two scrimmages with the "Scrubs" were all the chance the Commodores had to "find themselves."

Saturday, October 5, the season opened. We played the Kentucky State College team, final score 40 to 0, with halves of twenty minutes each. This team was heralded as one much improved over that of the year before, and it actually thought that it might somehow or other snatch a victory from Vanderbilt, who was declaring herself unformed and still "in the air." But all such hopes were smothered by that run-over. But better than this victory to the Vanderbilt team was the opportunity to test the men in actual contest, many of whom were untried. Therefore the men who carried the ball for the Gold and Black in this first game were almost two whole teams. McGugin had eagerly seized his only chance to test the fiber of his warriors in actual contest, and thereafter the team of 1907 was practically a settled body of men. For better or worse, as it were, the "holes" were filled. Morton was full-back; Craig and Campbell, halves; Costen, quarter; Bob and Vaughn Blake, ends; Hasslock and McLain, tackles; Sherrill and King, guards; and Stone, center. That first game, a victory at that, seemed to come at the psychological moment and accomplish more than the

usual successful game does. It seemed to act as a wonderful tonic and steadier to the team, welding the heterogeneous parts into a rapidly crystallizing whole. This effect cannot be understood by any save one who day after day anxiously watched the failures of the team to unify into a "machine," as the expression goes, and who saw after that first game the rapid growth of team work, so necessary to effectiveness.

It was because we felt rather than saw this reassuring change that we were much more undisturbed by the prospect of the Navy game than most of the wellwishers of the team. We felt assured that whatever the outcome of that game might be our men would reflect credit on our coach and our institution. Personally, therefore, we were neither terrified by fear of coming disaster, nor foolishly hopeful of victory, except through a fluke. We knew also that that contest was to be an exhibition of two forms of play, the East against the West and the South taught by the so-called West. From such a contest no certain result could be predicted, and all that could be hoped for was "a free field and a fair fight." The factor of doubt was ineradicable from any prediction or forecast. This was not the prevailing opinion on and around the campus, for most people thought Vanderbilt was putting her head in the mouth of the lion in daring to "tackle the East." But those of us who knew the facts in regard to the team, that though raw and undisciplined it yet contained much intrinsic ability, and who remembered the proverbial luck that attends the daring neophyte, held ourselves ready to hear almost any result. The game was a tie, 6 to 6. This score, coupled with the incidents of the game, constituted a virtual victory for Vanderbilt. The team had valiantly done its best and played brilliant ball from whistle to whistle.

The best result locally, it seems to us, was the awakening of Vanderbilt's, and even the city's, pride to an extent hitherto unknown. The mass meeting of welcome that honored the team on its return was a fitting and almost novel outbreak of appreciation that had many features of gratification to others than the team. The lack of bombast on the part of the team itself on its return spoke well for the men who composed it as well as for the artistic finish with which the coach inspired the body and mind of every single man on it.

The schedule of 1907 contained three distinct climaxes, and

the game with the Navy was the first. Our coach had to unstring his bow, so to speak, and then with utmost nicety and balance give it tension again for the second. This process was commenced immediately on the return from Annapolis. On October 19 a game was played with the "Scrubs." We are of the opinion that that body of brave, unselfish students is almost the measure of the 'Varsity. A good Scrub team, a good 'Varsity. Nineteen hundred and seven was fortunate in furnishing a faithful, reliable second team which compelled the first team to do first-class work from every standpoint in order to "make good."

The good work of getting into form was next exhibited in a game with Rose Polytechnic on October 26. In the previous year this institution had shown up a team that was so good as to almost catch us napping, and therefore it was considered a good stepping-stone to the middle crisis, Michigan, November 2. This was the first time the Wolverines had ever come South, and speculation was much agog as to whether they would be so invincible off their own field against the ambitious Commodores as they had proved at home. We had gone twice to Ann Arbor and had established our claims to a return visit by "playing rings 'round 'em," as the boys say, the season previous. Every man worked conscientiously and faithfully. The entire team under its great leader, Bob Blake, acted the sentiment voiced by him at the mass meeting after the Navy game, when he said: "I don't want to talk about that; it's *past*. I'd rather talk about Michigan and what we are going to do to Sewanee." Every man tried his level best to carry out the instructions of McGugin. Every afternoon, in all kinds of weather, faithful, persistent practice went on, and soon began to tell. When Rose Polytechnic showed up, October 26, Vanderbilt was again approaching championship form. She went after the Northerners with a dash and vim that were not to be denied, as the score so abundantly shows, 65 to 10, in twenty-five minute halves.

On November 2 Vanderbilt faced Michigan in the presence of a record-breaking crowd. The University Athletic Association had made a great effort to accommodate more than had ever been on our field. The seats were thoroughly overhauled and completed on three sides of the field, and on the south side an ascending "standing room" platform was built as a permanency.

The throngs met our anticipations. The game was a great one. Michigan's giants could not run over us, but we could not hold them from a dangerous proximity to the goal, as we found to our cost. The best they could do was two goals from the field. They seemed to be well pleased, even satisfied, with that result, and certainly we could hardly have fairly expected better. They were better than we, but they were not a touch-down better, which, everything considered, was a practical victory for the Gold and Black. It was a noble struggle; and if we had had luck on our side, the score might have been a tie instead of 8 to 0 against us. Time and again it looked as if we would score; indeed, it seemed we deserved to score; but we lacked the power to force the issue at the critical moment. There are several "ifs" in connection with that game, any one of which would have turned the tide of victory our way. However, we must admit that by and large the *best team won*, which is best for all games, all teams, and all sports.

After that our coach had his hardest job, for he had to rebuild the bodies and minds of his men, who had seemingly shot their last bolt in that supreme effort. Again, he had to traverse the dull period of reaction and prepare most painstakingly for the third and, fortunately, the last crisis of the season. Sewanee was never a foeman to be despised, and this year the reports were all of a nature that smacked of anticipated triumph. She had had abundant opportunity to find all of her weak places and to repair them. It was stated that she was heavier and stronger on the average than ever before, and we, who had seen her always do her best against Vanderbilt, never letting up in her valiant struggle until the last whistle, felt that her claim might be verified that "her time had come at last." But McGugin was "on deck," and he was not oblivious to any of the possibilities and probabilities in the case. He almost grimly set to work once more to rehabilitate his "machine" from its overtaxed condition from the bottom to the top. The real genius of the man as a coach shows more resplendently in this power than almost anything else. He inspires his men to get tired at it, but never of *it*. No team has ever gone "stale" under him. He seems to be able unfailingly to get results without ostentation. We feel that the uplifting influence he exerts upon the individuals of our teams wins our games, but does not cease with any season's close.

On November 9 the University of Mississippi came to Dudley Field. Her nerve and courage deserved a better compensation than 60 to 0, but that score was what the reawakened Commodores dealt out to her in a game with twenty-minute halves. One week thereafter the Georgia School of Technology had a date for a game. The "second best coach in the South" had worried his brain overtime trying to spring a surprise on Vanderbilt, but Heisman could not "turn the trick" when the long-wished-for hour came. He nervously walked back and forth on the side, but he too saw his fondest anticipations fade. The final score was only 54 to 0 in thirty and twenty-five minute halves, although the "rooters" stridently called: "We want *sixty*! We want *sixty*!"

With Georgia Tech.—that had been a surprise the wrong way, from their view-point—out of the way, nothing remained but to get the team "fine" for the third crisis, November 28, Sewanee's day. It is astonishing how many and various opinions are annually developed and expressed about the game with this redoubtable institution. Some people say, "It's no game; Vanderbilt always wins;" and some others say: "Sewanee has been beaten so often that she will not stay in the fight to the close." But those who have watched through the years know better. Despite the vicissitudes of the years, Sewanee may always be depended on to send down a good team. Not always large, but always courageous, ready to do its best all the time, quick to take advantage of any chance or accident, and never ready to stop the game till time's up. If Vanderbilt has of late years been winning, it has been because she had better teams and played better ball, and not because her mountain opponent has given up the fight too soon. Therefore, the advent of Sewanee last Thanksgiving was awaited by some Vanderbilt sympathizers with more than usual interest. We knew that any disposition to belittle the enemy would be fatal, and all the reports of weighty men, rare coaching, and such a record as had been already piled up aggregated a dangerous combination. In the old days Vanderbilt teams had been known to develop overconfidence and had to pay the penalty, and this recollection was to some a ghost that would not down.

Sickness prevented us from seeing the game on Thanksgiving, but we quote from the *Hustler* to finish out this résumé of the

season. It is, as will be seen upon inspection, a live article and most graphically states the game:

"Seldom, if ever, has Dudley Field witnessed so desperate a conflict as took place on that historic battlefield last Thursday afternoon. The Gold and Black has met the Royal Purple many Thanksgiving days, but never in a battle more replete with nerve-racking plays nor more fraught with excitement to their onlooking partisans than the battle which kept seven thousand spectators on their feet in a frenzy of excitement during the full seventy minutes of play. Each team came upon the field with records behind them of which they might well feel proud. Vanderbilt had tied the Navy and held Michigan, and Sewanee had defeated Virginia by the decisive score of 12 to 0. Many who thought that the strength of the Tigers was newspaper talk were destined to receive a severe jolt when they saw them come so close to defeating the mighty Commodores that they were only able to snatch the victory from the Tigers' claws by one of the most sensational plays recorded in the annals of southern football.

"Equally matched in every respect, they came together to decide the right to the championship of all Dixie. Sewanee was there with the old, grim determination to do or die, and they almost *did*. With the score standing 11 to 12 in the Tigers' favor near the close of the final chapter, we settled ourselves down in our seats and made the grimace preparatory to swallowing the bitter pill of defeat, little as we had thought that defeat could come to us or that Bob Blake's cohorts could meet defeat at the hands of a southern team. We had forgotten Dan McGugin when he forced himself into our minds. With the score standing 11 to 12 in the Tigers' favor, we repeat, something had to be uncorked, and swiftly too. The uncorking came with a loud pop when there entered the forward pass, which the genius of Dan McGugin had so perfected to use on some such occasion as this. Features were thick in this game, but all fade away in comparison to this triple pass which set the heads of the mountain lads to aching and wondering how it was done. The team shifted over to the left, leaving Stone sorrowfully alone against the Purple team. On a long pass back Vaughn Blake received the ball and passed it to Bob Blake, from whose hands the ball sailed thirty-five yards down the field, where 'Stein' Stone stood, sur-

rounded by a cluster of Tigers, waiting to pounce upon him. His long form shot in the air and came down buried beneath an avalanche of struggling forms, but with the oval resting securely in his arms on Sewanee's five-yard line. It took two more plays to put it over. This was probably the greatest and most timely play ever seen on Dudley Field, and will long live as a tribute to Dan McGugin for conceiving it and to the Blakes and Stone for executing it.

"The individual work of the game was spectacular. On the Sewanee side every man played great football, but probably Lanier, Stone, and Lewis stood out most brilliantly. The work of Lanier in running back punts has never been surpassed on Dudley Field, and was almost the feature of the game. Sewanee's first touchdown resulted directly from a brilliant return of a punt of forty-five yards, whereby he placed the ball on Vanderbilt's three-yard line. Their second touchdown was largely due to a twenty-five yard dash by Stone, which put the ball in striking distance of the Commodore's goal line.

"On our side all praise be given to every man on the team. As to Bob Blake and Stone, no more need be said than that they executed the forward pass which made possible the final touchdown. It is enough, although Stone's blocking of kicks was magnificent. John Craig was probably Vanderbilt's most consistent star of the game, he having to his credit a total of one hundred and ten yards gained against the enemy. Morton gained many times on the old split play, and Campbell distinguished himself throughout the game, especially by falling on fumbles and by making the last touchdown.

"In the line Sherrell, next to Stone, showed up best for Vanderbilt, and his consistent playing and brilliant interference probably cinched a place on the All-Southern for him. McLain, King, and Hasslock played hard and deserve mention. Vaughn Blake, in playing against Lewis, was pitted against a star of the first magnitude, yet he held his own creditably, if not brilliantly. The team was slightly weakened when Costen was forced to retire early in the game, but Potts played a star game and showed his nerve throughout the contest.

"Further description would but multiply words, so we close by saying that every man in the line-up, both teams included, played a splendid part in a glorious game."

MAKING THE TEAM.

The table and summaries which follow show something of the process of making the team and developing its effectiveness. It appears that the work of the season was practically done with twelve men, who were not changed about much from the beginning to the end. Eleven other men were used at different times. In the first game of the season, with Kentucky State, a number were given a trial in order to select for the Navy game. Against Mississippi and the Georgia School of Technology, after the game was well in hand, substitutes were put in to give them experience. All the substitutions that were made were matters of expediency and not of necessity, with one exception. In the Sewanee game Costen, whose knee was giving him trouble, had to make way for Potts at quarter.

| NAME AND CLASS OF PLAYERS. | Kentucky State. | Navy. | "Reserves." | Rose Poly-technic. | Michigan. | Mississippi. | Georgia School of Technology. | Sewanee. |
|-----------------------------|-----------------|-------|-------------|--------------------|-----------|--------------|-------------------------------|----------|
| Robert E. Blake, '08 A. | R. E. | R. E. | R. E. | R. E. | R. E. | R. E.* | R. E.* | R. E. |
| L. W. Hasslock, '08 E. | R. T. | L. T. | L. T. | R. T. | R. T. | R. T.* | R. T.* | R. T. |
| J. J. King, Irr. E..... | L. G.* | R. G. | L. G. | L. G. | R. G. | R. G.* | R. G.* | R. G. |
| J. N. Stone, '08 E..... | C. | C. | C. | C. | C. | C. | C. | C. |
| H. E. Sherrell, '08 A..... | R. G.* | L. G. | R. G. | R. G. | L. G. | L. G.* | L. G.* | L. G. |
| W. T. McLain, '09 L..... | L. T. | R. T. | R. T. | L. T. | L. T. | L. T. | L. T. | L. T. |
| J. Vaughn Blake, '09 A..... | L. E. | L. E. | L. E. | L. E. | L. E. | L. E.* | L. E.* | L. E. |
| Sam C. Costen, '08 L..... | Q.* | Q. | Q.* | Q. | Q. | Q.* | Q.* | Q.* |
| Hugh F. Potts, '10 A..... | Q.* | Q. | Q.* | Q. | Q. | Q.* | Q.* | Q.* |
| John L. Craig, '08 L..... | R. H. | R. H. | R. H. | R. H. | R. H. | R. H. | R. H.* | R. H. |
| A. V. Campbell, '09 P..... | L. H.* | L. H. | L. H. | L. H. | L. H. | L. H.* | L. H.* | L. H. |
| David H. Morton, '09 A..... | F. B.* | F. B. | F. B.* | F. B. | F. B. | F. B.* | F. B.* | F. B. |
| M. B. Adams, '10 A..... | | | | | | | R. H.* | |
| C. B. Covington, '11 E..... | | | | | | | R. E.* | R. E.* |
| J. C. Hall, '10 M..... | L. G.* | | | | | | R. T.* | R. G.* |
| D. W. Morrison, '10 E..... | F. B.* | | F. B.* | | | | | F. B.* |
| Z. R. Pickens, '11 A..... | R. G.* | | | | | | | L. G.* |
| A. R. Pittman, '10 A..... | R. G.* | | | | | | | |
| A. J. Powell, '08 L..... | | | | | | L. G.* | L. T.* | |
| J. M. Soubey, '08 A..... | | | | | | R. G.* | R. T.* | |
| W. J. Stewart, '10 E..... | | | | | | L. E.* | L. E.* | |
| B. E. Tate, '10 A..... | | | | | | | L. G.* | |
| H. H. Williams, '11 E..... | L. H.* | | | | | L. H.* | L. H.* | |
| | | | | | | F. B.* | | |

* Played the position during part of the game.

Earned the "V" in 1906: J. V. Blake, R. E. Blake, S. C. Costen, John L. Craig, W. T. McLain, J. N. Stone.

Earned the "V" in 1905: R. E. Blake, John L. Craig, J. N. Stone.

Earned the "V" in 1904: S. C. Costen, John L. Craig, J. N. Stone.

Earned the "V" in 1903: R. E. Blake.

Costen was out of college teaching in 1905 and R. E. Blake in 1904.

THE RESERVES.

"Reserves" was the name adopted this season, instead of "Scrub" team or "Second" team, to designate the most promising among the candidates including the "regular substitutes," as they have

generally been called. With the new name came the new policy of giving these men more attention. They played against the University team on October 19; quite a number of them played with the team against Kentucky State, Mississippi, and Georgia Tech., and games were arranged for them with the Castle Heights and Mooney School teams and the Court Square team, which was composed of young men at work in Nashville who have formerly played at Vanderbilt or at some of the schools in the neighborhood.

Experience shows that it is on the "Reserves" of the preceding year that dependence must be placed for men to build up the team for the new season. In 1906 E. T. Noel was the only first-year man to make the team and win the "V." This season A. V. Campbell was the only first-year man to win that honor; while Sherrell, King, Hasslock, Potts, and Morton came up out of the "Reserves" of last year.

The men who played as substitutes on the University team or with the "Reserves" in some of the four games they played were:

Ends—C. B. Covington ('11 E.), W. T. Stewart ('10 E.), J. D. Andrews ('09 E.), and W. P. V. Evers ('10 M.).

Tackles and Guards—J. E. Berry (Grad.), J. C. Hall ('10 M.), Forrest Long ('11 E.), Z. R. Pickens, Jr. ('11 A.), A. J. Powell ('08 L.), J. M. Souby ('08 A.), B. E. Tate ('10 A.), and A. R. Pittman ('10 A.).

Center—Wallace Wells ('11 A.) and J. M. Souby ('08 A.).

Quarter—R. B. McGeehee ('10 B.), R. K. Mason ('08 L.), and H. F. Potts ('10 A.).

Halfbacks—M. B. Adams ('10 A.), R. B. McGeehee ('10 B.), W. W. Pinson ('10 A.), W. T. Stewart ('10 E.), and H. H. Williams ('11 E.).

Fullback—D. W. Morrison ('10 E.) and R. B. McGeehee ('10 B.).

Besides the thirty men on the University team or in the "Reserves," there were nearly as many more playing because of their love of the sport and their interest in helping to train the first team by playing against it in daily practice. All of them were allowed, and indeed encouraged, by the gymnasium instructor to substitute work on the field for work in the gymnasium. Some of them were occasionally able to play a game against a school team or another team of "Scrubs." Most of them had much merit as players; but were too light for the representative teams that engage in intercollegiate contests.

THE BANQUET.

The Football Banquet, which closed the season with an evening devoted to good fellowship and congratulations, was held in the dining room of Kissam Hall. The change of place from the Watauga Club to the campus gave the occasion a more popular and a more peculiarly college tone. An excellent eight-course dinner was served by a town caterer for a moderate price to a company of about one hundred, composed of football players, members of the faculty, alumni, and ex-students, together with a number of other citizens prominent in the social and commercial life.

Dr. Dudley acted as toastmaster, and responses were made by Chancellor Kirkland, Coach McGugin, Mr. Jeff McCarn, Mr. S. G. Douglas (President of the Board of Trade), and Captain R. E. Blake. The team presented a handsome pair of cuff buttons to Mr. McGugin. In his response he thanked the team for its part, saying that it was responsible for a great deal of the credit which had come to him because he could never have put the winning plays into effect if he had not had cool-headed men to work them and the necessary line and interference to make them possible. He defended the line from the current criticism that it was weak compared with the lines of other years, showing that the line had been intentionally weakened in actual holding power in order to use its strength in defense in more open formation for protection against forward passes and other plays which the new style of offensive playing gives opportunity for.

Before the banquet the members of the team gathered and elected Quarterback S. C. Costen captain for next year. During the speaking after the banquet the announcement that Mr. McGugin would return to coach the team was received with great enthusiasm, which increased as it was added that the contract with the Athletic Association was for a term of five years; and those present began to appreciate the significance of his own words when he said that his acceptance of the contract was based on his resolution to make Nashville his home and to build himself up in his profession here, giving up his practice in Detroit and identifying himself with the business and professional life of Nashville, as he had already allied himself with its social life and its university life. This was followed in a few days by the an-

nouncement that he had been appointed by the Board of Trust to be Instructor in Constitutional Law and the Law of Contracts in the Academic and Engineering Departments. The work in these subjects was taken up with the opening of the second term in February.

ATHLETIC MASS MEETINGS.

The unique feature of the season was the success of the mass meetings. A number of things were done to help develop college spirit. After chapel the students remained for a few minutes nearly every day for practice in singing and in cheering. The Commodore Club was instrumental in putting a piano in the chapel for the purpose. Mr. Washburn came out frequently, and Hamilton Douglas, '08 A., Leader of Yells, worked faithfully. The results were encouraging and abundantly demonstrated the value of the practice, though much remains to be accomplished by the same methods.

On the evening after the return of the team from the Navy game the chapel was filled with students from all departments and ladies and gentlemen from the city interested in the team. Dr. Dudley presided, and Mr. Washburn was present with the Glee Club. Among those present and speaking were Governor Patterson, Chancellor Kirkland, Mr. Jeff McCarn, Frank K. Houston, and Mr. S. G. Douglas, President of the Nashville Board of Trade; besides the captain and manager of the team and Coach McGugin, to whom a handsome bunch of long-stemmed American beauties was presented by the newspapers and the Board of Trade.

Again on the Friday evening preceding the Michigan game a similar mass meeting was held to welcome the visiting team. Dr. Dudley presided; Mr. Washburn led the singing and "Pink" Douglas the cheering. Chancellor Kirkland spoke and Mr. McCarn made a speech full of characteristic humor—one of his best efforts. Then representatives of the visiting team spoke, and the whole evening was one full of the highest enthusiasm and was highly appreciated by the visitors.

VANDERBILT MEN ON THE ALL-SOUTHERN.

Of seven "All-Southern" line-ups by as many different coaches and experts in the South, selected and printed by the *Hustler*,

R. E. Blake, Stone, and Craig were named in all, Sherrell in six, and Costen in four, while Campbell and McLain were also named. Yost, the Michigan coach, placed Blake on his All-American line up.

MEETING OF THE EXECUTIVE COMMITTEE.

The meeting of the Executive Committee following the close of the football season is one of the most important of the year. The election of S. C. Costen as captain was confirmed. The "V" was awarded to the eleven regular players and to H. F. Potts, substitute quarter, and H. E. Palmer, Jr., manager of the team. Assistant Manager E. A. Cox, '09 A., was elected manager for next year, and Erwin Caldwell, '10 E., was selected as assistant manager.

The resignation of Dr. R. B. Steele as Treasurer was accepted, and Professor C. S. Brown was elected in his place.

The assets of the Association were considerably increased during the season. Additional seats and boxes were built and a permanent "standing platform" was erected across the southern end of the field. The deficit carried over, as usual, from the track and baseball season was wiped out and the sum of three thousand dollars was invested for future use.

TREASURER'S STATEMENT.

The larger part of the gate receipts for the football season came from the Michigan game (\$6,799.50) and the Sewanee game (\$6,219.50).

Receipts.

| | |
|--------------------------------------|-------------------|
| From all games: Sale of tickets..... | \$15,249 65 |
| Rental of automobile space..... | 262 50 |
| Sale of box seats..... | 1,742 50 |
| From notes to the Association..... | 616 75 |
| From discount at the bank..... | 495 00 |
| From Navy guarantee..... | 800 00 |
| From miscellaneous sources..... | 17 78—\$18,394 18 |

Disbursements.

Guarantees to visiting teams and expenses of trip to

| | |
|-------------------------------|-------------|
| Annapolis | \$ 8,435 47 |
| Officials | 629 00 |
| Advertising, police, etc..... | 298 25 |

| | |
|---------------------------------------|-------------------|
| Coach, salary and expenses..... | \$ 2,553 55 |
| Other personal expenses..... | 339 66 |
| Platform, seats, chairs..... | 1,231 55 |
| Work on field, suits, balls, etc..... | 677 56 |
| Notes | 1,000 00 |
| Miscellaneous | 20 75—\$15,185 79 |
| Net receipts for the season..... | \$ 3,208 39 |

ANNUAL MEETING OF THE S. I. A. A.

THE fourteenth annual meeting of the Southern Intercollegiate Athletic Association was held at Clemson College, South Carolina, on Saturday, December 14, 1907, the Executive Committee having had a session on the previous day. The colleges represented were:

- A. and M. College of Mississippi, Professor B. L. Walker.
- A. and M. College of Texas.
- Alabama Polytechnic College, Professor B. B. Ross.
- Clemson College, Professor W. M. Riggs.
- Georgia School of Technology, President Mathewson and Professor W. N. Randle.
- Louisiana State University, President T. D. Boyd.
- Mercer University, Professor E. T. Holmes.
- Trinity College, Professor W. P. Few.
- University of Alabama.
- University of Georgia, Chancellor Barrow.
- University of the South, Vice Chancellor B. L. Wiggins.
- University of Tennessee, President Brown Ayres.
- Vanderbilt University, Dr. W. L. Dudley.
- Wofford College, Professor C. B. Waller.

The North Georgia Agricultural College, at Dahlonega, Ga., was elected to membership, and Cumberland University, Kentucky State College, and Howard College of Alabama resigned. Furman University, Millsaps College, Southern University, the University of Mississippi, and the University of Nashville, five institutions out of nineteen, were not represented.

The officers elected for 1908, who constitute the Executive Committee, are:

- President, W. L. Dudley, Vanderbilt University.
- Senior Vice President (in charge of the First District: North and South Carolina), W. M. Riggs, Clemson College.

Vice President (in charge of the Second District: Georgia, Alabama, and Florida), A. H. Patterson, University of Georgia.

Vice President (in charge of the Third District: Mississippi, Louisiana, and Texas), Thomas D. Boyd, Louisiana State University.

Vice President (in charge of the Fourth District: Kentucky and Tennessee), B. L. Wiggins, University of the South.

Secretary and Treasurer, Edward T. Holmes, Mercer University.

The best work of the Association is that which is entirely unrecorded and unheralded—the silent preventive constraint which by its very existence and the respect in which it is held it exerts to secure obedience both in letter and in spirit to the laws and ideals for which it stands. There are also many cases which are brought before its officers whose decision settles the matter; and it is not heard from further. But every annual meeting, by its legislation, shows how the Association has to adjust itself to meet new abuses that develop in connection with amateur college sport and to cope with old abuses that persistently fight for existence through technicality and evasion. A summary of the legislation passed at the Clemson meeting will show some of the difficulties which the Association's officers encountered during the year.

A change in the official organization was made to relieve some of the officers of excessive duties. The Executive Committee was increased from five to six by the separation of the office of secretary and treasurer from that of one of the vice presidents, to which it has been attached. The duties of the secretary hereafter are to keep the records of the Convention and of the Executive Committee and to report to the Convention the decisions rendered by the latter during the preceding year, stating in brief the specifications of protest and answers thereto and the grounds upon which the decisions are rendered.

The vice presidents receive and pass on the eligibility certificates and have power to debar ineligible players or recommend to the president the suspension of offending colleges subject to appeal to the president and the Executive Council. But pending appeal the decision of the vice presidents must stand. In the Executive Committee the president has a double vote in case of a tie.

The most troublesome case of the past year arose over the employment of athletes in business enterprises. It was a new phase

of an old subject. The necessity of strictly ruling out all devices for compensating players was one of the first and most difficult tasks which the Association had to perform; it was so exceedingly hard for people to understand that such practices were incompatible with the maintenance of wholesome amateur sport, and that it was amateur sport which the colleges should foster. But after this point had been made clear, another difficulty arose. There were scholarships in every college and new ones were being instituted constantly; and there was every reason why the colleges should encourage the establishment of them. It came to pass that appointments to these scholarships were made, or were alleged by rivals to be made, for athletic purposes. The Association has had to make itself the judge of the propriety of an athlete accepting a scholarship and playing on a college team. In the eligibility blanks this question is specifically asked: "Do you hold a scholarship of any kind? If so, how and by whom awarded?" But further, many boys go to college who, in order to stay, must find some employment for a part of their time in order to give them an income, and among them are some athletes. Cases were last fall brought to the attention of the Executive Committee in which it appeared that under the ostensible employment of athletes as salesmen money was being delivered to them for which they were giving no real equivalent, and with the intent to evade the rule against the compensation of athletes. So the Association passed the following legislation, making it a part of the constitution: "It shall be considered unlawful for any student to receive an income through any card or correspondence system of selling or soliciting. In order that a student may engage in the business of buying and selling, he must actually take orders or deliver goods." Any college is allowed to protest against any system by which an athlete receives compensation, and it is the duty of the vice president to investigate it and pass upon its legality.

In another institution a number of men were put upon the team who, it later developed, were ringers and professionals who had been brought to the institution through the efforts of alumni and friends for football purposes. Some of the colleges felt that in the keenness of rivalry that existed between certain institutions the temptation to induce athletes to enter was too great and ought to be reduced. This led to the demand for the so-called one year

residence rule, requiring that football players shall have been one year in residence before being eligible to play. It was passed, but with the remarkable proviso "that this rule shall not apply to students who offer as an entrance requirement fourteen units of credit as prescribed under the Carnegie system of entrance credits."

In an institution like Vanderbilt University, where the requirements for admission into the departments from which most of the athletic material is drawn are fourteen units, and where, even at that, the new material is drawn chiefly from the "Reserves," such a rule would reduce the available material from which to make a team very little. It is in the institutions with lower admission requirements and with a less steady student body that its effect in limiting the available material would be most severely felt. Yet it was the institutions of this class which were most anxious for it. Vanderbilt University and Sewanee opposed it until the proviso was suggested. The conditions now make it necessary for them to go outside of the Southern Intercollegiate Association to play some games with teams in other associations which are not under such a rule and who would be unwilling to conform to it, as the S. I. A. A. constitution would require that they should when playing teams within it. The colleges which favored the exclusion of first-year men have about the same standard of admission, would all feel the effects of it about equally, have more games with each other than with Sewanee and Vanderbilt, and felt the need of the rule to protect themselves from the evils of proselyting and other abuses to which partisans sometimes resort in their efforts to recruit the football material of their respective colleges. So they accepted the proviso and got the rule.

The rule will not affect the full graduates of the training schools in Middle Tennessee and the best schools in other places; for the full four-year course of not less than four subjects per year will give them the necessary fourteen units and a little to spare.

The Association repeated its request to the faculties of the colleges which are members that proper scholarship requirements be established to which members of the athletic teams must attain.

The Association also resolved, as a matter of protection to itself in conducting its correspondence, that the presidents of the

colleges shall be looked upon as the officers to be recognized in all official cases, and that official communications shall be addressed to them or to such persons as, at the beginning of each session, they shall designate as the officers empowered to attend to the business which the district vice president shall have with the respective colleges. In like manner in the investigation of the eligibility of a player the vice president shall rely upon the official college representative to present the charges to him and get his answers within ten days. Such a regulation has been found necessary to avoid trouble from the failure of important letters and telegrams to reach the parties addressed and from the annual changes that are likely to occur in faculty committees and among the officials of the college Athletic Associations.

A committee composed of Professor W. M. Riggs, of Clemson, Professor E. T. Holmes, of Mercer, and Dr. W. L. Dudley, of Vanderbilt, prepared for publication in the 1908 edition of the Constitution and By-Laws of the Association a list of colleges for which the old one-year residence rule, which still holds in full, is operative. Students who, having participated in athletics in one of these colleges, go to another are ineligible to play in the second until the expiration of a year, whether entering with more than fourteen units or not.

THE INTERCOLLEGIATE ATHLETIC ASSOCIATION OF THE UNITED STATES.

THE second annual meeting of the Intercollegiate Athletic Association of the United States was held at the Murray Hill Hotel, New York, on Saturday, December 28, 1907. A year ago the membership of the Association was thirty-nine, and the attendance at the first annual meeting was of twenty-eight members, with visiting delegates from eleven institutions. Fifty-six institutions, of which at least fifty are members, participated in the second annual meeting, represented by forty-three delegates and visitors. The institutions were the following:

Allegheny.

Amherst.

Bucknell.

Case School, Colgate, and Dartmouth, by one delegate.

Denison and Dickinson, by one delegate.
Franklin and Marshall, and George Washington, by one delegate.
Grove City and Hamilton, by one delegate.
Haverford.
Kenyon.
Lehigh, by Professor C. L. Thornburg, an alumnus of Vanderbilt University.
Miami and Swarthmore, by one delegate.
New York University.
Niagara University.
Oberlin.
Pratt Institute.
Rutgers College.
Seton Hall and Swarthmore, by one delegate.
Syracuse University.
Tufts College.
Union College.
United States Military Academy.
University of Chicago.
University of Colorado and University of Minnesota, by one delegate.
University of Missouri.
University of Nebraska.
University of Pennsylvania.
University of Texas.
University of Vermont.
University of Virginia.
Vanderbilt University, by Dr. W. L. Dudley.
Wesleyan University.
University of North Carolina and Western University, by one delegate.
West Virginia University.
Williams College.
Rochester, Wooster, Washington and Jefferson, Western University of Pennsylvania, and Bates, by one delegate.
Carleton College.
Muhlenberg College.
Washington College.
Fordham Institute.
Columbia University.
Maine State University.
Hamilton College.

The morning session was given up to the reading of papers and discussions. In the afternoon reports were made by various outstanding committees appointed by the Association or its Executive Committee. Considerable important legislation was passed, and officers and committees were appointed for the ensuing year.

President Palmer E. Pierce, captain in the United States Army, now stationed at Fort Leavenworth and until recently serving at West Point, commented in his official address on the growth of the Association and on the work it has accomplished in the two years since its organization. Speaking of the continued failure of some of the most prominent institutions to identify themselves with the Association, he expressed the sentiment that, while they might not need the aid of it, they might nevertheless recognize the responsibility of their position and the propriety of lending their influence in the spread of a proper regard for the highest ideals of amateur sport in colleges.

In the discussion that followed the visiting delegate from Columbia University presented the views of that institution, which are distinctly anti-athletic. He recognized in the institution no obligation to foster proper athletics; but enlarged upon the need of control. His remarks, says the *New York Times* in its elaborate and sympathetic report of the meeting, on which this report is based, "awoke no responsive chord in the gathering. . . . Professor Hetherington, of Missouri, came much nearer expressing the prevailing view of athletics: keen for control and direction, but quite as keen for their encouragement and development on proper lines."

Dr. Luther Gulick, Director of Physical Education in New York City, an interested visitor, presented a carefully prepared paper on "Amateurism." While his observation led him to believe that the abuses of the amateur spirit had declined somewhat in virulence since the organization of the Association, he gave from his experience instance after instance of proselytizing and other evil practices. He is, from his professional position, interested in instilling into the school children under his charge the right ideas of amateurism; and it would be exceedingly unfortunate if his precepts were to be neutralized by the practices of reputable colleges.

Dr. Gulick is President of the National Playgrounds Association, which is encouraged by leading philanthropists and sociologists and, assisted by the Sage Foundation, is maintaining a traveling secretary to encourage the establishment of public playgrounds and the development of amateur ideals in sport. He is, therefore, in a position to be of assistance to the Association, and

its officers are very glad to be able to take advantage of his interest and coöperation.

Dr. Paul C. Phillips, of Amherst College, presented the matter of the limitation of the schedules and urged a reduction of games and a better adjustment of them to the regular work of the student than prevails in most institutions.

At the afternoon session President Pierce called upon the officials for their reports and the members of the Executive Committee for statements regarding conditions in the districts which they represent. The reports of the committees followed.

The first was from Captain Pierce himself upon the effort to enlist in the work of the Association the larger universities, particularly the seven which were represented on the original self-appointive football rules committee. The Universities of Pennsylvania and Chicago have joined. Harvard alone has refused, owing to the unsettled condition of athletics there. With the others the chief objection was the unwillingness to surrender their position of influence in the Football Rules Committee. But even this objection, as well as others less important, the Association showed a disposition to remove by constitutional changes; and the matter was continued in the hands of the Executive Committee.

Another change of the constitution regulated the representation of the members of the Association by proxies at the annual meetings. In order to reduce to more moderate terms the obstacle of distance, time, and expense, which must interfere with the regular representation of many institutions, provision was made for the representation of more than one institution by one delegate. It was provided that such a delegate should have only one vote on general questions. But "on questions or motions for which he has definite, written instructions from the proper authorities of the institutions represented," "he shall be entitled to as many votes as he has written instructions," provided "he votes for each institution as instructed on the matter at issue."

In accordance with their constitutional duty the Football Rules Committee, through Dr. Harry L. Williams, of the University of Minnesota, made a report "on the rules of play adopted and their practical working during the preceding season." Dr. Williams's report was elaborate, discussing all phases of the rules that have been revised and reviewing the experiences of the season with

them, especially the one on the forward pass. It was the opinion of the majority of the committee that the forward pass should be continued, though perhaps with some modifications.

A subcommittee of the Committee on Football Rules, with Dr. James A. Babbitt, of Haverford College, at its head, has for two years worked effectively in the establishment of boards of football officials, from which officials for all games are selected. The plan has been most successful in the Middle Atlantic and Middle Western States. Of him and his work Dr. Williams said: "His labors have raised the standard of officiating throughout the East and have been of service to a large number of colleges."

The Committee on Basket Ball made an extended investigation, and on it based their recommendations. They found an almost unanimous demand among college players to continue to play under college rules; while the athletic club and Young Men's Christian Association teams were opposed to them on the ground that they were too strenuous for general use. They further found that, as in the case of football, there was a self-appointive basket ball committee which was legislating upon the rules of the game. This committee received the suggestions of the Association committee with favor, and, enlarging its number to include a wider scope of colleges, was authorized to serve this year for the Inter-collegiate Association.

On the recommendation of its committee, the Intercollegiate Association authorized its Executive Committee hereafter to provide for the appointment of a permanent basket ball committee and for the nomination of efficient officials, and to assume the same general control over the game that is exercised by the Football Rules Committee over football. The further recommendations of the Committee on Basket Ball were adopted as follows:

That basket ball be recognized as a college sport, and that it be controlled and safeguarded as other intercollegiate games.

That the college basket ball teams limit their games as much as possible to teams representing institutions of learning.

That where college basket ball teams play athletic clubs or Young Men's Christian Association or other teams, they do so only under the rules and requirements of the Amateur Athletic Union.

Professor Hetherington, of the University of Missouri, opened the discussion of the question of summer baseball by a very elaborate and thorough report from the committee of which he

was chairman. Extracts from his very important report are printed elsewhere in this QUARTERLY. The sentiment of the delegates, as expressed in the discussion, was in full accord with the ideas of Professor Hetherington's report. It favored the most exhaustive efforts for seeking out the remedy for the recognized evils of summer baseball; and the committee was continued and instructed and empowered to formulate the most stringent measures needed to enforce the remedy. The Association further expressed its views by unanimously passing the following expression of belief and recommendation:

Believing that it is important to keep all college athletics from any taint of professionalism, and that the playing of baseball in summer for gain is distinctly opposed to the principles of amateurism on which all student athletics should rest;

Believing also as a result of the investigation of the Committee on Summer Baseball that the matter can be successfully controlled when taken seriously and when supported by an enlightened sentiment, such as the effort in the Intercollegiate Conference Colleges and the Southern Intercollegiate Association, etc., we make the following recommendations:

That the principles of amateurism be maintained in all branches of collegiate athletics;

That the athletic authorities of colleges and universities be urged to create an educated sentiment in favor of the amateur ideal;

That in view of the complex nature of the situation in connection with summer baseball and the need for further investigation the present committee be continued;

That inasmuch as this whole matter is far-reaching and vitally affects the athletic interests of other organizations, we request the coöperation of the National Association of Secondary Schools, the Playgrounds Association of America, the Amateur Athletic Union, the Athletic League of North America, and other national associations of a similar character.

In a short two years it has come to pass that an Intercollegiate Athletic Association, covering in its membership practically the whole of the United States and embracing fifty or more of the institutions most prominent in intercollegiate athletics, can pass the following resolutions and instruct its Executive Committee to carry them out:

Whereas the constitution of the Intercollegiate Athletic Association of the United States pledges all its constituent colleges and universities to maintain in student athletic sports "a high standard of personal honor, eligibility, and fair play, and to remedy what abuses may exist;" therefore be it

Resolved: 1. That while the responsibility for the details of rules rests with the individual institution, the Association expects a *bona fide* enforcement of the principles of amateur sport on the part of all its members, and invites a report to its Executive Committee of any infringements of these principles for investigation and appropriate action.

2. That complaints against any institution which is a member of this Association should not be based on mere rumor, but should relate to matters of fact which the complainant feels able to prove by presenting specific evidence to the Executive Committee.

"There was a lively discussion incident to the subject," says the *New York Times*. "Dr. Harry L. Williams, Professor A. Alonzo Stagg, Professor C. W. Hetherington, and others spoke very forcibly upon the necessity of avoiding considerations of expediency in the insistence on the right, and they carried the day evoking enthusiastic applause."

Under the resolutions it is expected that the Executive Committee of the Association will investigate definite charges of misdoing and will report to the Association in annual session its finding of facts. If the institution be adjudged guilty by the Association, the statement of the facts will be published. By the pillorizing of offending institutions before the public in this way it is believed an effective punitive means will be provided for the prevention of current evils and for the improvement of the general morale. The Association intends, through the force of advanced public sentiment, to prevent any of its members from professing to maintain a high standard of athletic morals, and then covertly practicing the very evils which brought the whole structure of athletics into disrepute and forced on the movement which led to its organization.

Captain Palmer E. Pierce was nominated again for President. Over his protest he was elected for this the third term of service. He then tendered his resignation on the ground that he has recently been relieved from service at the United States Military Academy at West Point. But the motion was at once made and carried unanimously that in view of his distinguished and effective services the resignation be declined. The remaining officers were elected as follows:

Vice President, Dr. Henry Peck, of Syracuse.

Secretary, Louis A. Bevier, of Rutgers.

Treasurer, W. A. Lambeth, of University of Virginia.

Executive Committee: E. W. Nicholson, of Wesleyan, First District;

Louis A. Bevier, of Rutgers, Second District; W. L. Dudley, of Vanderbilt, Third District; A. A. Stagg, of Chicago, Fourth District; Dr. H. L. Williams, of Minnesota, Fifth District; Capt. Palmer E. Pierce, of Fort Leavenworth, Sixth District.

Football Rules Committee: Dr. James A. Babbitt, of Haverford; E. K. Hall, of Dartmouth; Prof. C. W. Savage, of Oberlin; Prof. James T. Lees, of Nebraska; Prof. W. L. Dudley, of Vanderbilt; Dr. Harry L. Williams, of Minnesota; H. B. Hackett, of West Point.

NOTES.

Dr. J. A. Kern, of the Biblical Department, spent the summer traveling in Europe.

Professors Dudley, Schuerman, and C. S. Brown spent the summer on the campus overseeing the construction of Furman Hall.

During the summer and until the Tennessee Conference met, early in October, Professor Denny was engaged as acting pastor of the First Methodist Church of Clarksville, Tenn.

Professor A. G. Hall, Secretary of the Law Department, was occupied during the summer as Platform Manager of Mont-eagle Assembly. Professor A. M. Harris had charge of the work in expression. Professor Edwin Mims, B.A. ('92), now of Trinity College, North Carolina, gave a series of lectures on English literature. Chancellor Kirkland and Professors Tillett, Denny, and Carré filled occasional appointments to lecture or to preach.

Professor Daniel during the summer made a trip of inspection to the mining regions of Mexico.

Dr. Dyer spent the summer in East Tennessee, where he was engaged in gathering data for an economic study of land ownership and land mortgages in that region. The work was carried on under the direction of Professor H. W. Farnam, of Yale University, in connection with comprehensive plans for an economic study of the United States which the Carnegie Institution at Washington has undertaken.

W. P. Munger, of the Junior Class, was the winner of the second prize (\$300) offered by the Merchant Marine League of the

United States on "How to Build Up Our Merchant Marine in the Foreign Trade." Four hundred essays were submitted. Mr. Munger's paper has been accepted by the *Scientific American* for publication.

Dean Moore and Dr. Glenn spent six weeks last summer at the University of Tennessee, giving instruction in the Summer School of the South, which had an enrollment of fifteen hundred students. The former gave two courses in European history and the latter gave several courses in geology and geography, including one "city study" or "observation" class frequently numbering sixty for the study of the industries and farms, social conditions, and geological formations accessible in and near the city. Later, Dr. Glenn went into the mountains of West Virginia and Pennsylvania for six weeks of professional work.

Dr. L. C. Glenn, Professor of Geology, made a trip to Northern Mississippi, in the neighborhood of Corinth, last November and succeeded in securing about a dozen examples of crabs from the crustacean deposits in that region. The rarity of the specimens, some of which are in remarkably good condition, may be estimated from the statement that this number raised the Vanderbilt collection to about three dozen, which is probably as large a number as the aggregate of the specimens in other collections in the United States. The University has been able to render further service through its geological collections by loaning rare fossil types of animal and plant life to Harvard University and to the Smithsonian Institution for expert study.

JOSHUA H. HARRISON.

Joshua Hicks Harrison was born in Warren County, Tenn., August 2, 1852; and died in San Antonio, Tex., January 18, 1908. His early life was spent on a farm, and his tastes and activities were developed along lines suggested by such surroundings. He planned for himself in boyhood a merchant's career. This was prevented by his own natural mental vigor, stimulated by the power of religion and education. He was a pupil of Messrs. W. R. and John M. Webb at their famous school, located then at Culleoka, Tenn., and there his vigorous intellectual life

had its origin, or at least a new birth. His religious character had already strongly asserted itself from the time of a protracted meeting held at Cornersville by Rev. W. G. Hensley.

After finishing at the Webb School, Joshua Harrison entered Vanderbilt University in January, 1876, a few months after the opening of that institution. His course was interrupted somewhat and was not completed till June, 1881, when he received the degree of B.A. His record as a student was very fine, so that when a few years ago there was established at Vanderbilt University a chapter of the Phi Beta Kappa Society Professor Harrison was one of the first alumni elected to membership, by reason of his high scholastic record.

His life was devoted to teaching. In 1879-80 he was a teacher in Bellevue Collegiate Institute, Caledonia, Mo.; in 1881-83 Principal of Trinity Academy, Rock Hill, Tenn.; in 1883-86 President of a college for negroes in New Orleans, La. In September, 1886, he moved from New Orleans to McKenzie, Tenn., and entered on work there as coprincipal of McTyeire Institute. Two years later he assumed entire charge of the school, which position he held for ten years. In 1898 he took charge of the Vanderbilt Training School at Elkton, Ky., and in August, 1904, he moved to San Antonio, Tex., and established there the Harrison School.

He was a delegate from the Memphis Conference to the General Conference in 1898.

In 1889 Professor Harrison published a scholarly work, "The Doctrine and Function of Revelation," and one year later a pamphlet with the title, "Unmethodistic Methodism." This last was a plea for saner views on the subject of sanctification. At the time of his death he had almost completed an important educational work, embodying many of his observations and experiences. It was my privilege to see part of this in manuscript, and it is hoped that the work may yet see the light.

My acquaintance with Joshua Harrison covered the whole period of his active life at McKenzie, Elkton, and San Antonio. I visited him at all three places, and was in his schoolroom nearly every year while he was in Tennessee, and many long hours were spent with him in friendly converse. I was quite familiar with the ideals of his life and with the difficulties that harassed him in carrying out his plans.

He was a great teacher. This was his ministry. Whether on the platform or in the pulpit or in the class room, he was essentially a teacher. He was not a mere drillmaster; he was never a slave to routine; but he possessed to a rare degree the power of quickening intellectual life. His own mind was alert, his reasoning clear and acute, his love of an argument marked, and in his teaching he made splendid use of the Socratic method. It mattered not what his text-book was, the great lesson he taught was the value of truth and the method of its discovery. His teaching possessed also the power of inspiration. Many of his pupils will testify to the wonderful influence his lessons exerted on their lives and characters. Students who came to Vanderbilt University from his school uniformly came with high ideals of character and scholarship. His best work was put into the lives of his pupils. Through them he yet speaks to a listening world.

Joshua Harrison was an idealist. His thinking was on a high plane and his life was one of the purest I have ever known. He was superior to all allurements of present satisfaction. The eternal was ever present with him. He chose consistently the higher good. Policy had little place in his thinking; principle ruled his life imperiously. He was tactful and courteous to others, but he was absolutely uncompromising on questions of serious import.

In questions of school management he had definite views and positive convictions. These views brought him sometimes into conflict with trustees or patrons. It was claimed that his school would have shown large increase in numbers if he had been willing to adopt the methods of others. But Professor Harrison's opinions were not loosely formed or feebly held. He preferred to suffer rather than lower his ideals. Only those very close to him knew the extent to which he suffered under criticisms of those who failed to understand or sympathize with his noble efforts. His unfinished book is to some extent an exposition of his personal views and a defense of his attitude on some important questions. For many reasons the publication of these chapters would now be of great value.

Professor Harrison married Miss Ida D. Pritchett, sister of H. C. Pritchett, President of the Sam Houston Normal, Huntsville, Tex., and John E. Pritchett, of the Southwestern Normal, at San Marcos. His wife, who was in poor health at the time of

his death, survived him but a few weeks. His daughter, Pritchett Harrison, attended Vanderbilt University one year and, after removal to Texas, completed her college course at the University of Texas.

Such in brief is the story of a true life, rich in attainments, pure in purpose, consecrated in service, and freely expended for the good of many others.

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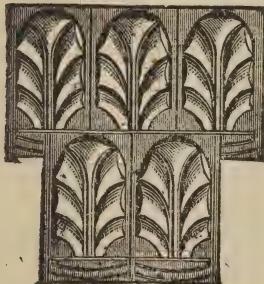
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